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ABSTRACT

This collection of lessons and teaching suggestions is designed to aid local school lunch managers in fulfilling compliance with the requirement that school lunch programs and personnel participate in nutrition education. Provided in the first section of the booklet are general instructions for using the booklet, a guide to lesson plans for specific grade levels, lesson plans, and a list of relevant films. The next seven sections deal with various topics in nutrition education, including school lunch orientation, the basic four food groups and school lunch, nutrients and the basic four food groups, ethnic foods in America, choosing foods, energy balance, bread, and nutritious snacks. Included in each of these chapters are a school lunch manager's section and a teacher's packet that provides background information, suggested supportive materials and activities, handouts and worksheets, and recipes. A bibliography is included. (MN)

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NUTRITION EDUCATION

FOR

SCHOOL LUNCH MANAGERS

developed by:

Boise Independent School District #1
School Food Services
Boise, Idaho

through a grant from the

Idaho State Department of Education
Nutrition Education and Training Program

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FOREWORD

The lessons and suggestions in this book have been designed for school lunch managers and teachers to use to enhance classroom nutrition education.

The lessons may serve as an entire experience, be used as an introduction to a particular aspect of nutrition or as a follow-up activity.

The book was written to aid school lunch managers in fulfilling compliance with the requirement that the school lunch program and personnel participate in nutrition education, as designated by the United States Department of Agriculture. It was funded by the Nutrition Education and Training Program.

The basic goal of the book is to provide information and activities that will encourage children to learn good eating habits and incorporate them into their life-styles.

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GENERAL INSTRUCTIONS FOR THE MANAGERS USE OF THE BOOKLET

1. After you have been contacted by a teacher, arrange to speak to her well before you are to do the presentation.

Discuss:

A. The topic to be presented.
   1. Show the teacher the list of topics and have her select one.
   2. Set up a time for the presentation that is convenient for both of you.
   3. Explain that she will receive the lesson plan packet and tell her briefly what you will be discussing in relation to the lesson plan.

2. Give the teacher the lesson plan packet that goes with the lesson you are presenting. Do this as soon as a topic has been selected so that she may have time to prepare the class with background material and prepare handouts and work sheets.

Discuss:

A. Any filmstrips or films that will be used with the lesson.
   1. If you are using one of the school lunch films or filmstrips tell her you will provide this.
   2. Ask her to have a film or filmstrip projector ready when you will be giving the presentation if necessary.
   3. Tell her what you will be providing for a snack or example food.
   4. Inform her if you will be providing any handouts or recipes in conjunction with your part of the presentation.

3. Prepare for the presentation.

A. Read over the material you are presenting. You should be familiar with it before your presentation.

B. If you are providing filmstrips or films, make sure they are available and order them from school lunch office.

C. If you must order any extra supplies for the snack or example food, make sure it is done in plenty of time.

D. If you are giving out any recipes, handouts or brochures, make sure you have them or order them.

4. Presenting the talk.

   A. Be prepared.

      1. Make sure you have all the materials you need.
      2. Have the material you are talking about ready and be prepared to answer questions related to the material.

   B. Be on time.

   C. Present your part of the lesson.

   D. Thank the class and the teacher.

GUIDE TO LESSON PLANS FOR SPECIFIC GRADE LEVEL

Dear Manager:

The following lesson plans are designed for specific grade levels to allow you to have a particular topic to suggest to the teacher. Some of them can be used for all grades with minor adaptations for different grades. We are asking you to encourage teachers to use the lessons specifically designed for their grade level to prevent having the same lesson presented to the same children year after year. In some cases, a lesson may fit into a teacher's curriculum that is not designed for that grade. If the teacher wishes to use the lesson anyway and adapt it for her classroom, that is perfectly acceptable.

The booklet is color coded for grade level to match the curriculum guide for the Boise School District. You may wish to suggest that the teacher utilize the curriculum guide in conjunction with the lesson plan. They will find many pertinent suggestions in the curriculum guides for their grade level.

The following pages give the suggested grade level for the lesson plans, then state the ideal grade levels and the grades they can be used for effectively.

The following list gives at least one specific lesson for each grade. These are the lesson plans you should encourage the teacher to use for her grade.

1. School Lunch Orientation: 1st grade
2. The Basic Four and School Lunch: 2nd grade
3. Nutrients and the Basic Four Food Groups: 3rd grade
4. Ethnic Foods in America: 4th grade
5. Choosing Food: 5th grade
6. Energy: 6th grade
7. Baking Bread: grades 3-6
8. Nutritious Snacks: all grades

LESSON PLANS

1. School Lunch Orientation
   A. Manager's Goal: To introduce the children to the school lunch program.
   B. Luggested Grade Level: Ideal for first grade, can be used for grades K-6.

   Overview:

   This lesson consists of a kitchen tour for the class. The manager explains how her kitchen functions, some background on school lunch, and presents some information on the nutritional requirements of the school lunch program. The children are given a brochure to be taken home and a snack.

2. The Basic Four and School Lunch
   A. Manager's Goal: To inform the students and teachers how the nutritious "type A" school lunch is based on the basic four food groups plan.
   B. Suggested Grade Level: Ideal for grades 1-3, suggested grade is 2nd, can be used for grades 1-6.

   Overview:

   This lesson consists of information on the basic four food groups and how the "type A" lunch is planned. It explains how using the basic four food groups, the lunch fulfills 1/3 of the days needs for children. Also covered are the benefits of eating a school lunch. A snack is included. A filmstrip/casset is provided.

3. Nutrients and the Basic Four Food Groups
   A. Manager's Goal: To inform students that all foods contain six basic nutrients and where these nutrients are found in the school lunch.
   B. Suggested Grade Level: Ideal for grades 3-4, suggested grade is grade 3, can be used for grades 3-6.

Overview:

This lesson is an introduction to nutrients in foods. It includes basic information on which nutrients are found in the greatest amounts in the different food groups and their basic functions in the body. The school lunch manager discusses the nutrients in a school lunch. A snack or example food is provided. A filmstrip/casset is also provided.

4. Ethnic Foods in America
   A. Manager's Goal: To inform sutdents about ethnic foods served in the school lunch program.
   B. Suggested Grade Level: Best for grade 4, can be used for grades 4-6.

   Overview:

   A lesson on ethnic foods in America and their origin. The school lunch manager discusses ethnic foods served by the school lunch program. A snack and a film are provided.

5. Choosing Food
   A. Manager's Goal: To inform students how foods are chosen for the school lunch program.
   B. Suggested Grade Level: Best for grade 5, can be used for grades 5 and 6.

   Overview:

   A lesson on the factors that influence food choices. A snack and filmstrip/cassett or film are provided.

6. Energy
   A. Manager's Goal: To inform students about energy derived from a school lundh.
   B. Suggested Grade Level: Best for grade 6, can be used for grades 3-6 with modification.

   Overview:

   A lesson on what energy is, and how we get it form the food we eat. The importance of balancing our energy intake and the exercise we get is stressed. A snack and film are provided.

7. Bread

A. Manager's Goal: To inform students about nutritious bread in the school lunch program.

B. Suggested Grade Level: Best for grades 3-6, can be used for grades 1-6.

Overview:

A lesson on what is in bread, how it is made and how it is used in school lunch. Bread dough is provided for each student to make a roll. The rolls are baked and then eaten by the class. A film is also provided.

8. Nutritious Snacks

A. Manager's Goal: To inform students about snacks and help gain information of choosing "nutritious" snacks.

B. Suggested Grade Level: K-6

Overview:

A discussion on what a snack is, why we eat snacks and how to choose those that are best for us. A nutritious snack is provided.

Each lesson in this booklet is divided into two parts.

Part I:

A packet for the school lunch room manager. It provides the manager with some background information on each lesson and suggestions for presenting the material she should cover.

Part II:

A packet for the teacher. These packets are to be presented to the teacher only after a time has been set for the managers presentation. The packet on the lesson to be presented by the manager (and only this packet) is presented to the teacher so that she may use it to prepare the class for the managers talk. It is to be used for background information and follow up.

Each teachers packet contains:

1. Background information
2. Support materials suggested for use with each individual lesson
3. Handouts, worksheets and recipes for the teacher to copy for the children's use

List of Films available from School Lunch for each lesson plan.

1. School Lunch Orientation
   1st Grade
   A. No film or filmstrip is specific for this lesson, however, you can offer to let the teacher use the "Winnie the Pooh-Nutrition and you" filmstrip series.
   This includes a teacher's packet containing worksheets. It has six filmstrips and cassettes.

2. The Basic Four and School Lunch
   A. George Gorge and Nicky Persnicky. (from: The Polished Apple)
   A story about a boy and girl whose eating habits were very bad. Dr. Balanced Diet shows George and Nicky how they can be healthier and happier by eating a well-balanced diet. This filmstrip builds upon an awareness of the Basic Four Food Groups and emphasizes the nutritional significance of balancing meals with foods from each group.

3. Nutrients and the Basic Four Food Groups
   A. Dr. Whacko's Incredible Pill - filmstrip.
   B. The Nutrient Express - filmstrip (11 minutes)
   About a journey on a train that takes "Nancy" to the Land of Nutrients.
   C. Food Power - filmstrip (8½ minutes)
   Introduces the Nutrient Groups and their relation to growth and energy.

4. Ethnic Foods in America
   A. The Big Dinner Table (film - 13 minutes)
   Features children the world over eating various foods at mealtime. The films intention is to explain the Body's need for food and to present the Four Food Groups as an enjoyable and reliable eating pattern.

5. Choosing Food
   A. You're the Leader (filmstrip - 11 minutes)
   Discusses nutrients, food and their relation to health.
   B. Whole Body Manual (film - 17 minutes)
   The film shows how efficient a healthy body can be. It emphasizes eating a variety of foods from the four food groups, and abstaining from "foods you wouldn't feed a friend!"

6. Energy
   A. Food, Energy and You (film - 19 minutes)
   Demonstrates the process by which food supplies us with energy and makes clear how and why sensible eating habits contribute significantly to physical well-being.

7. Baking Bread
   A. The Wonders of Wheat (film 14 minutes)
   Emphasizes the importance of wheat in human nutrition by outlining the role of bread in world history. It contains a step-by-step demonstration of bread-making, as well as an explanation of how the nutrients and fiber in bread contribute to human health.

8. Nutritious Snacks
   A. The Snacking Mouse (filmstrip - 5 minutes)
   The tale of a mouse that couldn't stop snacking--how he got into big trouble with his bad eating habits --- and how he got out of trouble by learning good eating habits.

* All filmstrips have accompanying cassettes. All films are color, sound and 16 mm.

SECTION A

SCHOOL LUNCH ORIENTATION

School Lunch Manager's Section

1. The lesson consists of a tour of your school kitchen. It is an opportunity for you to inform teachers and children of all the things you do while preparing the lunches. The following section is a list of ideas of things to show them and discuss them. Make your presentation as personal as possible talking mainly about their school, kitchen and the people you work with.

2. Pass out a snack or a taste of something you are preparing.

3. Let the children ask questions and answer them to the best of your ability. They are very interested in how food is prepared.

SCHOOL LUNCH ORIENTATION

This is a kitchen tour of your school kitchen. The following are suggestions of things to tell the children while presenting the tour of the kitchen. What you talk about will depend on the kind of kitchen you work in, the equipment you have available, and the activities you perform. Cooking kitchens have more equipment and are larger than pac-out kitchens, but each has unique features you can tell the children about.

The following are suggestions of things to tell the children while presenting the tour of the kitchen.

1. All managers should present a short background on school lunch. "Since 1946, the National School Lunch Program has made it possible for schools throughout the Nation to serve wholesome, low-cost lunches to children each school day. Lunches served through this program are important to the good nutrition necessary to children's mental and physical development. The Federal Government offers financial help for each lunch and provides USDA commodity foods. The Program is funded by USDA plus what the child pays for the lunch. To receive Federal aid, schools must serve nutritious lunches that meet the requirements for Type A lunches established by the Secretary of Agriculture. The Type A lunch pattern was designed to meet one-third of the National Research Council's recommended daily dietary allowances for boys and girls. The school lunch must include milk, meat or a meat alternate, two or more vegetables or fruits, and bread. All of the food required by the Type A pattern must be served on the tray for the meal to qualify".
2. Tell the children who you are and what you do.
3. Introduce the other kitchen personnel and explain what each of them does in the kitchen if they have specific duties.
4. Explain what kind of a kitchen it is - cooking or pac-out, and what the difference is.

5. Explain how you know how many meals to prepare each day.

6. Tell them how many you prepare and if you are in a cooking kitchen, tell them how many you prepare for other schools and which schools.

7. Talk about how long it takes you to prepare the meals, when you come to work and when you leave.

8. If you are in a cooking kitchen, tell them how you get the lunches to the other schools and how the food is kept hot and cold and why.

9. If you are a pac-out kitchen, tell them how you get the food and why it is kept hot and cold.

10. Talk about where the quantity food comes from. That it is stored in large amounts in one location and sent out to the cooking kitchens as it is needed. For example, if hamburgers are on the menu, it takes 1500 pounds of hamburger and all this is stored and sent out as the school needs it. The schools use a total of 750 gallons of milk each day just in the milk cartons the children receive on their trays.

11. Remind them that the food bought for the program is top quality. The hamburgers served are 100% beef, and only extra-lean ground beef is purchased. The program buys the best quality fresh fruit and vegetables in season.

12. Talk about the fact that all the bread, rolls, cookies and cakes are homemade. If you are in a cooking kitchen tell them how many loaves of bread, rolls, or cookies you made for that day.

13. Talk about the fact that the menus are planned by the Junior High School Food Services Advisory Council. This group of students met last year and planned the menus.

14. Point out equipment you use that is different than the equipment or appliances they would find in their homes.
    a. slicers
    b. fruit wedgers
    c. convection ovens
    d. steam tables
    e. dough mixers
    f. dishwashers

    If possible demonstrate a piece of equipment, the dough mixer, slicer, or fruit wedger. You could section some oranges or apples and pass these out.

15. You could give them a taste of something you have prepared for that days menu. Cut a pizza into bite sized pieces or pass out a baked item.

The above are just suggestions. Discuss the things you think the children will find interesting or different about your kitchen and school lunch. Perhaps children on the line have asked you questions that will give you ideas of what they are interested in. Ask the children if they have any questions about the kitchen or the lunch and do your best to answer them.

Pass out a school lunch brochure and menu. Tell them to take it home to their parents. Make sure the teacher gets one too.

Teacher's Packet

SCHOOL LUNCH ORIENTATION

The following packet is provided for you in conjunction with a tour of your school cafeteria.

1. It consists of an activity to use as follow-up for the kitchen tour, and a recipe from the school lunch menus.

2. The children receive a school lunch brochure and the months menu to take home and a snack.

This offers the students the opportunity to meet the school lunch personnel, see the kitchen and become more familiar with the cafeteria.

We hope it will encourage them to eat in the cafeteria and to at least try all the different kinds of foods that will be offered in the program during the year.

How to Use the Lunch Scoresheet

1. Explain to the children that they should place an X or a check in the box under the kind of foods they ate at each lunch.
   *remind them that if they did not eat at least part of the food, it doesn't count. Throwing food away won't contribute anything to their nutrition. If they brought it in their lunch or received it on their tray but did not eat it, they cannot mark it.

2. How to count the foods:
   a. A sandwich with meat, cheese or peanut butter counts as 2 servings of bread and one of meat or cheese. They may count the cheese as a serving of meat because it contains a lot of protein or as a cheese but not as both.
   b. If they eat an apple and carrot sticks, they should place 2 X's in the fruit - vegetable group.
   c. If they only eat one-half of a sandwich, or drink one-half of their milk it should only count for one-half as much.

3. At the end of the week, total up the number of times they ate each food.

4. Lunch should contribute one-third of the nutrients they need each day so they should have eaten a total minimum of:
   6-7 servings of vegetables or fruits from Monday to Friday
   6-7 servings of bread and cereals
   4-5 servings of milk and cheese products
   3-4 servings of meat or poultry

*Accuracy in determining serving size does not count in this exercise. You want the children to become aware of the variety of foods they should eat and approximately how often they should eat them. They should recognize that in order for them to get enough of the proper kinds of foods over a period of time, it is necessary to eat a variety of them each and every day. They should understand that even when a food is served, if it is not eaten, it does not help their bodies to grow.

LUNCH SCORESHEET

	VEGETABLE & FRUIT	BREAD & CEREAL	MILK & CHEESE	MEAT & POULTRY
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				
TOTAL				

A-9

SCHOOL LUNCH SALTED PEANUT CRISPS

1 cup shortening (part butter or margarine)

1½ cups brown sugar (packed)

2 eggs

2 tsp vanilla

3 cups all-purpose flour

½ tsp soda

1 tsp salt

2 cups salted peanuts

Heat oven to 375 . Mix shortening, sugar, eggs, and vanilla thoroughly. Measure flour by dipping method or by sifting. Blend together flour, soda, and salt; stir in. Mix in peanuts. Drop rounded teaspoonfuls of dough about 2" apart on lightly greased baking sheet. Flatten with bottom of greased glass dipped in sugar. Bake 8 to 10 min., or until golden brown. Makes about 6 dozen - 2" cookies.

SECTION B

School Lunch Manager's Section

THE BASIC FOUR FOOD GROUPS AND SCHOOL LUNCH

1. Go over the section that is a review of the basic four food groups and how they fit into the school lunch. The teacher should have covered the basic four food groups in her class before you present this talk.

2. Describe each food group and then explain how the school lunch provides food from this group. Use examples from a recent school lunch or one to be served that week. Example - Vegetable and fruit group, talk about the vegetables and fruits served that day on the menu.

3. Give out the handout on "The Basic 4, The Basic School Lunch, and an Example Menu".

4. Talk briefly about the advantages of the school lunch program. Stress that it helps the child to better health and helps the child learn. It gives them energy for work and play as well as helps them to study and concentrate in school. It gives them 1/3 of the food they need for the day.

THE BASIC FOUR FOOD GROUPS AND THE SCHOOL LUNCH

The following is a review of the basic four food groups and the requirements by USDA of amounts and foods that qualify in each food group for a lunch to meet the "Type A" requirement.

The Vegetable and Fruit Group:

This group includes all vegetables and fruits. This group is important because they give us vitamins A and C especially and other vitamins and minerals as well as carbohydrates and fiber. Dark green and deep yellow vegetables are good sources of vitamin A. Grapefruit, oranges, berries and melons are good sources of vitamin C. So are tomatoes and broccoli. Different foods in this group provide different nutrients so it is important to eat a variety of fruits and vegetables.

We should eat four servings of food from this group each day.

The type A lunch requirements:

A three-fourths cup serving consisting of two or more vegetables or fruits or both. No more than one-half of the total requirement may be met with full-strength fruit or vegetable juice. Cooked dry beans or peas may be used as a meat alternate or as a vegetable but not as both in the same meal.

The Bread and Cereal Group:

This group includes all products made with whole grain or enriched flour, rice and cornmeal. This means such things as bread, muffins, pancakes, whole grain or ready-to-eat cereals, rice and enriched noodles of all kinds. It is an important group because it contributes some of the B vitamins and iron as well as carbohydrate for energy, fiber and many important minerals. You should eat four servings from the bread and cereal group each day.

The type A lunch requirements:

One slice of whole-grain or enriched bread; or a serving of other bread such as cornbread, biscuits, rolls, muffins, made of whole-grain or enriched meal or flour. One-half cup of cooked whole-grain or enriched rice, macaroni, noodles, whole-grain or enriched pasta products or other cereal grains such as bulgar or corn grits may be used, or any combination of these.

The Milk Group:

This group includes everything made from milk. Lowfat, skim, buttermilk, and whole milk as well as milk products such as cheese, yogurt, cottage cheese and ice cream are all in the milk group. This group contributes minerals, especially calcium, protein and some carbohydrate and vitamin D. Children under nine years of age need two to three glasses of milk or its equivalent, from nine to twelve years, three servings and teen-agers need four servings.

The type A lunch requirements:

One-half pint of fluid milk as a beverage. It is a new requirement that schools offer unflavored fluid lowfat milk, skim milk, or buttermilk as a beverage. If whole milk is offered, the school must offer unflavored lowfat milk (or unflavored skim milk or buttermilk) as a beverage choice.

The Meat Group"

Foods included in this group are chicken and other poultry, fish, meats such as beef, veal, lamb and pork. Also included are eggs, dry beans and peas, nuts, lentils and peanuts and peanut butter. These foods supply us with protein, minerals and some B vitamins. You should eat two servings from the meat group each day.

The type A lunch requirements:

Two ounces (edible portion as served) of lean meat, poultry or fish; or two ounces of cheese, two eggs, 1 cup cooked dry beans or peas, or four tablespoons peanut butter. This must be served in the main dish or the main dish and one other menu item.

*The Department of Agriculture sets the guidelines for the "type A" school lunch. It reviews meal requirements for the National School Lunch Program to take into account new information about food consumption, eating patterns, food preferences, and nutritional needs of children. If need is determined, changes are recommended or required by the department. The above requirements were established in August, 1979.

Suggestions:

1. When discussing the basic four and the type A requirements:
   A. Adjust your language for the age group of the children.
   B. Keep the description of school lunch as simple as possible.
   C. Use examples of foods from recent meals or the meal served that day.

ADVANTAGES OF THE SCHOOL LUNCH PROGRAM

The diets of children affect their health during their entire lifespan. The food preferences and habits that influence nutritional status throughout life begin to be formed early in life. During childhood we develop attitudes toward food that will influence our diet patterns--and therefore our nutritional status--for the rest of our lives. The School Lunch Program is designed to help establish good attitudes and habits toward food and to improve the nutrition of children, especially those from low income families.

The school lunch personnel strive to provide high quality, well cooked, attractively served food in suitable portions.

The school lunch affords unique educational opportunities. In connection with the school lunch program, children can be taught good health habits, table manners, and nutrition; lunchroom practices can be related to classroom discussion and guidance in an integrated program.

School Food Services are an integral part of education and an important asset to children and the community.

The School Lunch Program benefits:

1. The Child - it provides food for learning and education in proper diet which will determine a lifetime of physical well being. It provides one-third of a childs nutritional needs for the day and is available free or at a reduced price for those children unable to pay full price.
2. The Parent - it is an economical way to guarantee at least one-third of the child's daily nutritional requirements at a cost less than a home packed equivalent lunch.
3. The Teacher - it provides an opportunity for learning and increases the child's willingness and ability to learn.
4. The School Principal and Administrators - it is a part of education and contributes substantially to the health and welfare of the students and provides a major educational resource.
5. The Local Economy - it is a vast market for locally and privately purchased foods and an expanding market for equipment and supplies.
6. The Nation - Our greatest national resource is our children and a program which contributes to their welfare also contributes to the growth and development of the nation.

Teacher's Packet

THE BASIC FOUR FOOD GROUPS AND THE SCHOOL LUNCH

The following packet is provided for you in conjunction with a short lesson presented by the school lunch manager in your school. It consists of:

1. Background information on the basic four food groups and the recommended number of servings per day.
2. Suggested support materials and activities to be used with the lesson.
3. Handouts or worksheets you may copy for the children to use in making a notebook or fo.' them to take home.
4. A recipe or recipes you may wish to try in the classroom or send home with the children for them to try with their parents at home.

It is recommended that the children be prepared with some background knowledge of the basic four food groups before the school lunch manager gives her presentation.

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*Note: If you are using the Dairy Council's "Food Your Choice", you will find this lesson fits well into the following activities:

1. Level 1 - Unit 3 - Activity 3 - My Plant and Animal Lunch
2. Level 1 - Unit 3 - Activity 5 - Where do Those Foods Come From?
3. Level 1 - Unit 3 - Activity 8 - Who Knows About Food?
4. Level 1 - Unit 4 - Activity 3 - What Did I Eat That Day?

THE BASIC FOUR FOOD GROUPS

A DAILY FOOD GUIDE

The daily food guide below presents foods in four groups on the basis of their similarity in nutrient content. The four groups are:

the meat group
the vegetable-fruit group
the milk group
the bread-cereal group

MEAT GROUP

FOODS INCLUDED: Beef; veal; lamb; pork; variety meats, such as liver, heart, kidney. Poultry and eggs. Fish and shellfish.

As alternates--dry beans, dry peas, lentils, nuts, peanuts, peanut butter.

AMOUNTS RECOMMENDED: Choose two or more servings every day. Count as a serving: 2 to 3 ounces of lean cooked meat, poultry or fish--all without bone.

One egg, 1/2 cup cooked dry beans, dry peas, or lentils, or 2 tablespoons peanut butter may replace one-half serving of meat.

VEGETABLE-FRUIT GROUP

FOODS INCLUDED: All vegetables and fruits. This guide emphasizes those that are valuable as sources of vitamin C and A.

Sources of Vitamin C:

Good sources--Grapefruit or grapefruit juice; orange or orange juice; cantaloupe; guava; mango; papaya; fresh strawberries; broccoli; brussels sprouts; green pepper; sweet red pepper.

Fair sources--honeydew melon; lemon; tangerine or tangerine juice; watermelon; asparagus tips; raw cabbage; collards; garden cress; kale; kohlrabi; mustard greens; potatoes and sweet potatoes cooked in the jacket; spinach; tomatoes or tomato juice; turnip greens.

Sources of Vitamin A:

Dark green and deep yellow vegetables and a few fruits: apricots, broccoli, cantaloupe, carrots, chard, collards, cress, kale, mango, persimmon, pumpkin, spinach, sweet potatoes, turnip greens and other dark green leafy vegetables, winter squash.

AMOUNTS RECOMMENDED:

Choose four or more servings every day, including:

One serving of a good source of vitamin C or two servings of a fair source.

One serving, at least every other day, of a good source of vitamin A. If the food chosen for vitamin C is also a good source of vitamin A, the additional serving of a vitamin A food may be omitted.

The remaining one to three or more servings may be of any vegetable or fruit, including those that are valuable for vitamin C and for vitamin A.

Count as one serving: ½ cup of vegetable or fruit; or a portion as ordinarily served, such as 1 medium orange or potato, half a medium grapefruit or cantaloupe, or the juice of one lemon.

MILK GROUP

FOODS INCLUDED: milk --fluid whole, evaporated, skim, dry, buttermilk.

Cheese--cottage; cream; Cheddar-type, natural or processed. Ice cream. Yogurt.

AMOUNTS RECOMMENDED: Some milk every day for everyone.

Recommended amounts are given below in terms of 8-ounce cups of whole fluid milk:

Children under 9 . . . 2 to 3	Adults . . . . . 2 or more
Children 9 to 12 . . . 3 or more	Pregnant women . . . 3 or more
Teenagers . . . . . 4 or more	Nursing mothers. . . 4 or more

Part or all of the milk may be fluid skim milk, buttermilk, evaporated milk or dry milk.

Other milk products, such as cheese, ice cream or yogurt, may replace part of the milk. The amount it will take to replace a given amount of milk is figured on the basis of calcium content. Common portions of cheese, yogurt and ice cream and their milk equivalents in calcium are:

1-inch cube Cheddar-type cheese	= ½ cup milk
½ cup yogurt	= ½ cup milk
½ cup cottage cheese	= 1/3 cup milk
2 tablespoons cream cheese	= 1 tablespoon milk
½ cup ice cream or ice milk	= 1/3 cup milk

BREAD-CEREAL GROUP

FOODS INCLUDED: All breads and cereals that are whole grain, enriched or restored; check labels to be sure.

Specifically, this group includes: breads; cooked cereals; ready to eat cereals; cornmeal; crackers; flour; grits; macaroni and spaghetti; noodles; rice; rolled oats; and quick breads and other baked goods if made with whole-grain or enriched flour. Bulgar and par-boiled rice and wheat also may be included in this group.

SUPPORT MATERIALS FOR " THE BASIC 4 and SCHOOL LUNCH"

Films:

1. Eat Well, Grow Well
   10 min; col; sd; 16mm; primary and elementary grades
   At a circus performer's magic show on good health, Alan learns that he gets tired quickly and catches cold easily because he has poor eating habits. Combining the color and excitement of a circus performance with a sound lesson in nutrition, this film presents the four basic food groups and emphasizes the importance of eating the right foods in proper amounts.
   (MP1057; MP1381)*

2. Food that Builds Good Health
   11 min; col; sd; 16mm; elementary and junior high
   When their mother is called out of town, Jill and John assume the responsibility for preparing nourishing and interesting meals. With them, we learn of the four large food groups that help supply the body's needs for proteins, carbohydrates, fats, vitamins, minerals and water. These food groups are, the meat group, milk group, bread and cereal group and vegetable-fruit group.
   (MP1069; MP1380)*

3. What's Good to Eat?
   17 min; col; sd; elementary and junior high
   A variety in diet is important, but the variety must be dictated by skillful choice. First you must find out what things your body requires from the foods you eat. Then, you must find out which foods supply them. A 12 year old boy learns to use the four food groups as a way to get the nutrients he needs. We see how the body uses nutrients from food, and how the four food groups provide a reliable pattern for making reasonable choices.

Filmstrips

1. The Nutrient Express
   Filmstrip set (3 filmstrips) with audio cassett, 52 frames,11 min.
   Delightful ballads and colorful cartoon drawings tell the story of Nancy, "a little girl who ate the most improper foods." That all changes after a journey aboard a brightly colored train that whisked her away to the Land of Nutrients.

Games

1. Food Group Relay - Each player earns points for his team by placing a food model into the correct bag.
   Equipment: 5 grocery bags for each team
   food models or pictures of food
   Procedure: Mark bags as follows - milk, meat, fruits and vegetables, breads and cereals, extras (no group).
   Line up bags in front of each team. At the signal of start, the first player goes to the box of food models

*Call number for the film at the Boise School District

and without seeing the model first, takes a model. After looking at the food model, he drops it into a bag and returns to the end of the line; the next player does likewise. When time is called, scores are totaled.

Scoring: 1 point is scored for each food model in a correct bag. (1 point may be deducted for each model in a wrong bag.)

2. Basic Four Scramble

The room is divided into four sections. Each section is designated or labeled one of the "basic four" food groups. Each child is given a food picture. At a given signal, the children run to the proper food group. The first group to correctly assemble wins.

3. Food Group Toss

Equipment: 13 discs or beans for throwing
4 containers to represent each of the four food groups such as:
Milk Group - a cut down milk carton or cottage cheese container (3 servings)
Meat Group - Empty can from meat product or egg carton (2 servings)
Fruit and Vegetable Group - Fruit juice or vegetable can (4 servings)

Procedure: Arrange containers in a group. Have children line up in two (or more) groups. Mark a line from which the player will stand to throw. Each player is to try to throw the correct number of discs into the appropriate containers.

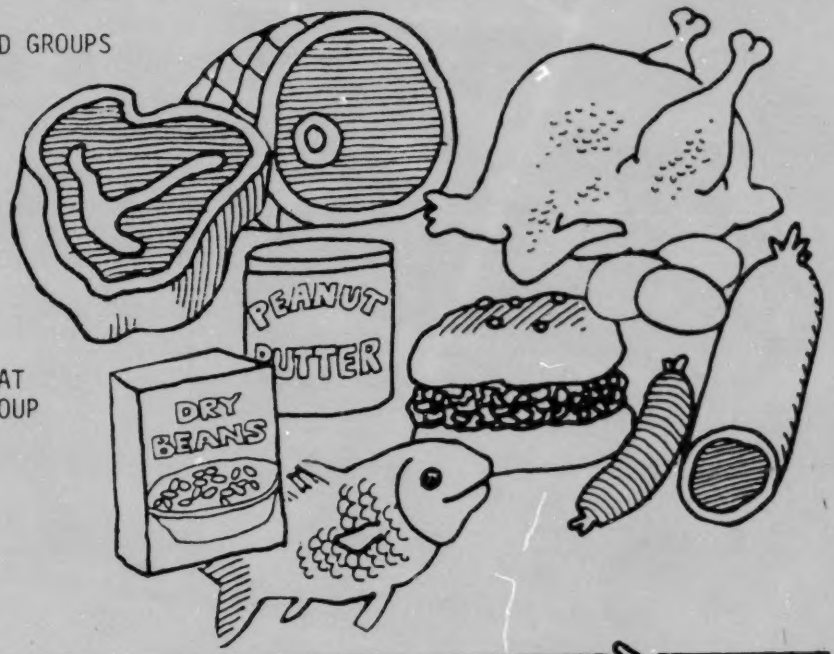
Scoring: 1 point for each container with the correct number of discs. Total points when all members have had a turn. Team having largest number of points wins. This game could also be a timed one.

Poster

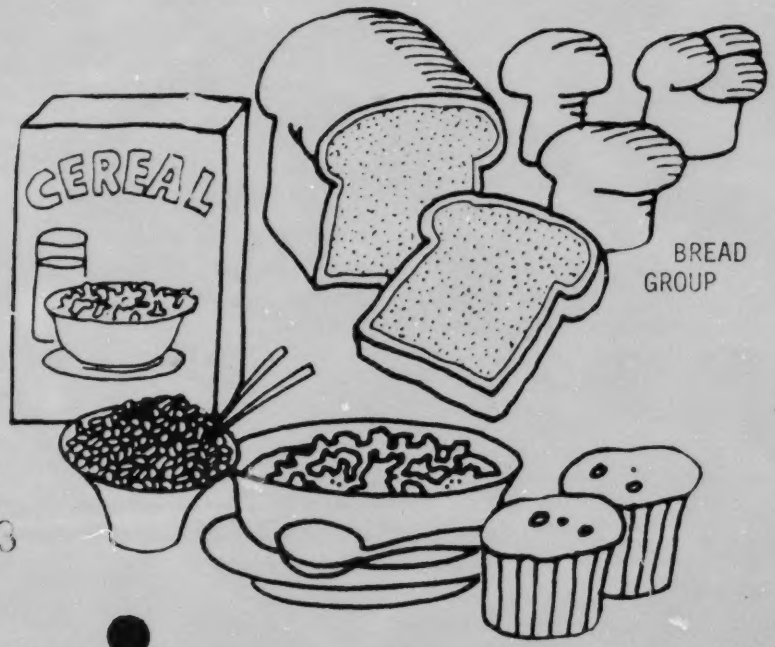
1. The Guide to Good Eating from the National Dairy Council

THE BASIC FOUR FOOD GROUPS

MILK GROUP

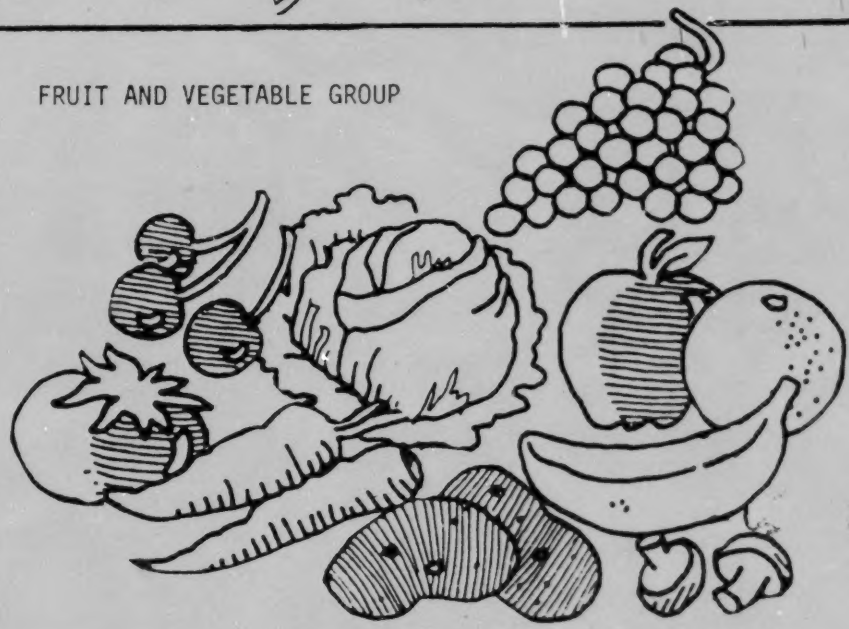


MEAT GROUP



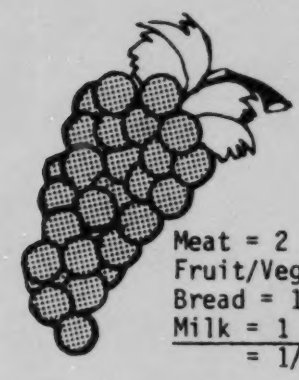
BREAD GROUP

FRUIT AND VEGETABLE GROUP



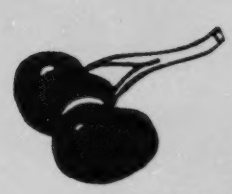
THE BASIC 4

Meat = two 3 ounce servings
Fruit/Vegetable = four 1/2 cup servings
Bread = three 1 slice servings
Milk = three 1 cup servings
= the total daily needs



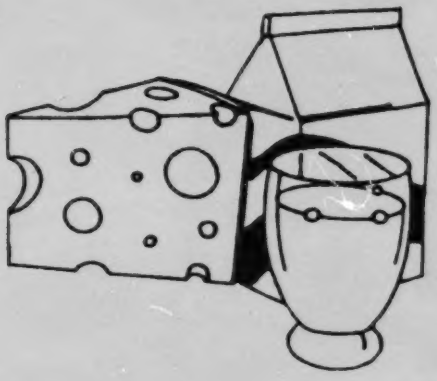
THE BASIC SCHOOL LUNCH

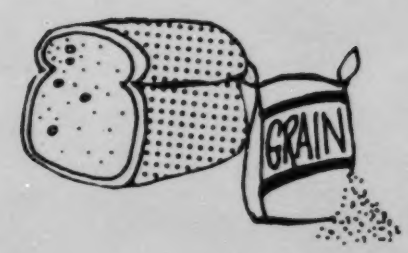
Meat = 2 ounces
Fruit/Vegetable = 3/4 cup
Bread = 1 slice
Milk = 1 cup
= 1/3 of the total daily needs



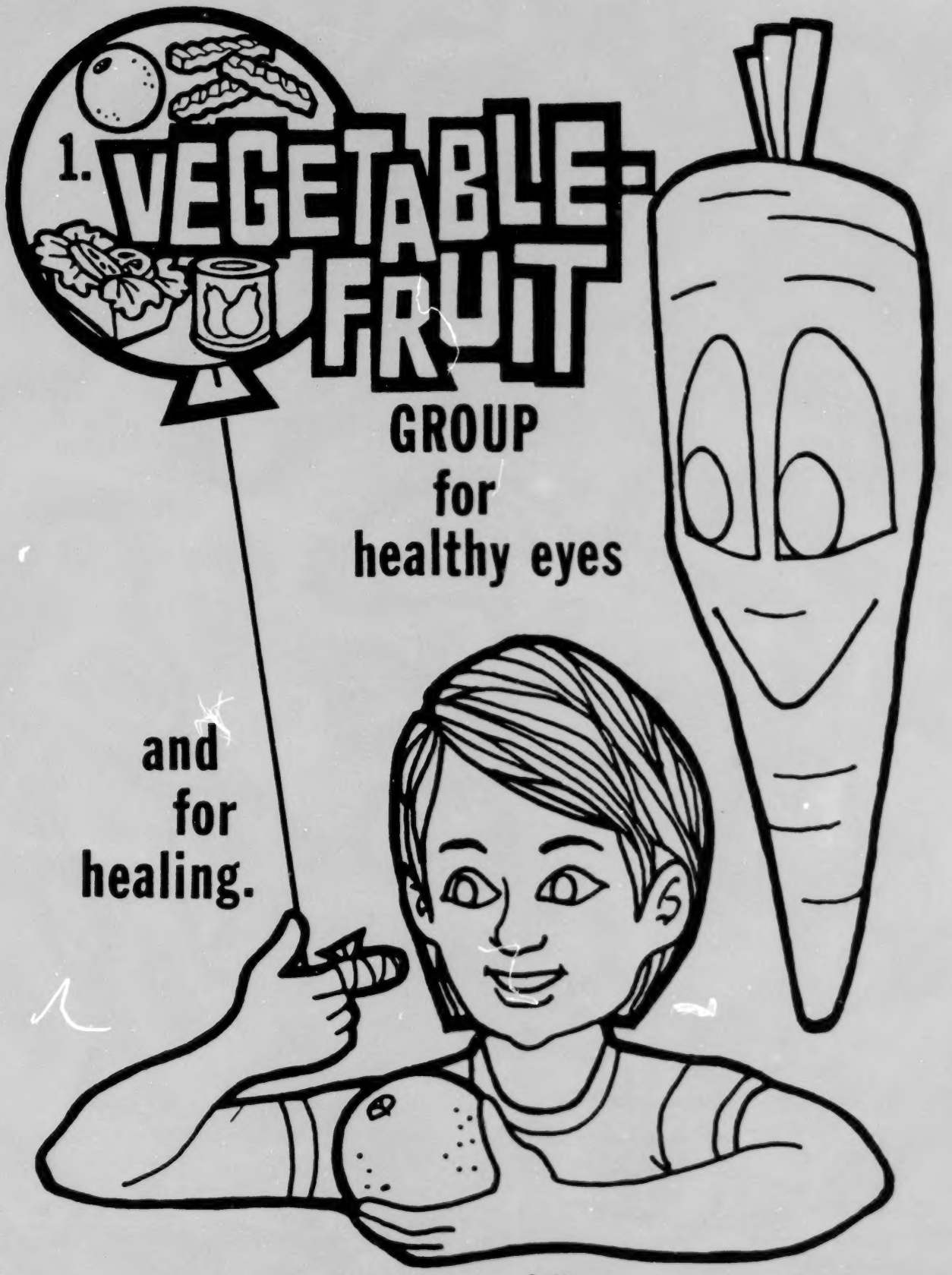
AN EXAMPLE MENU

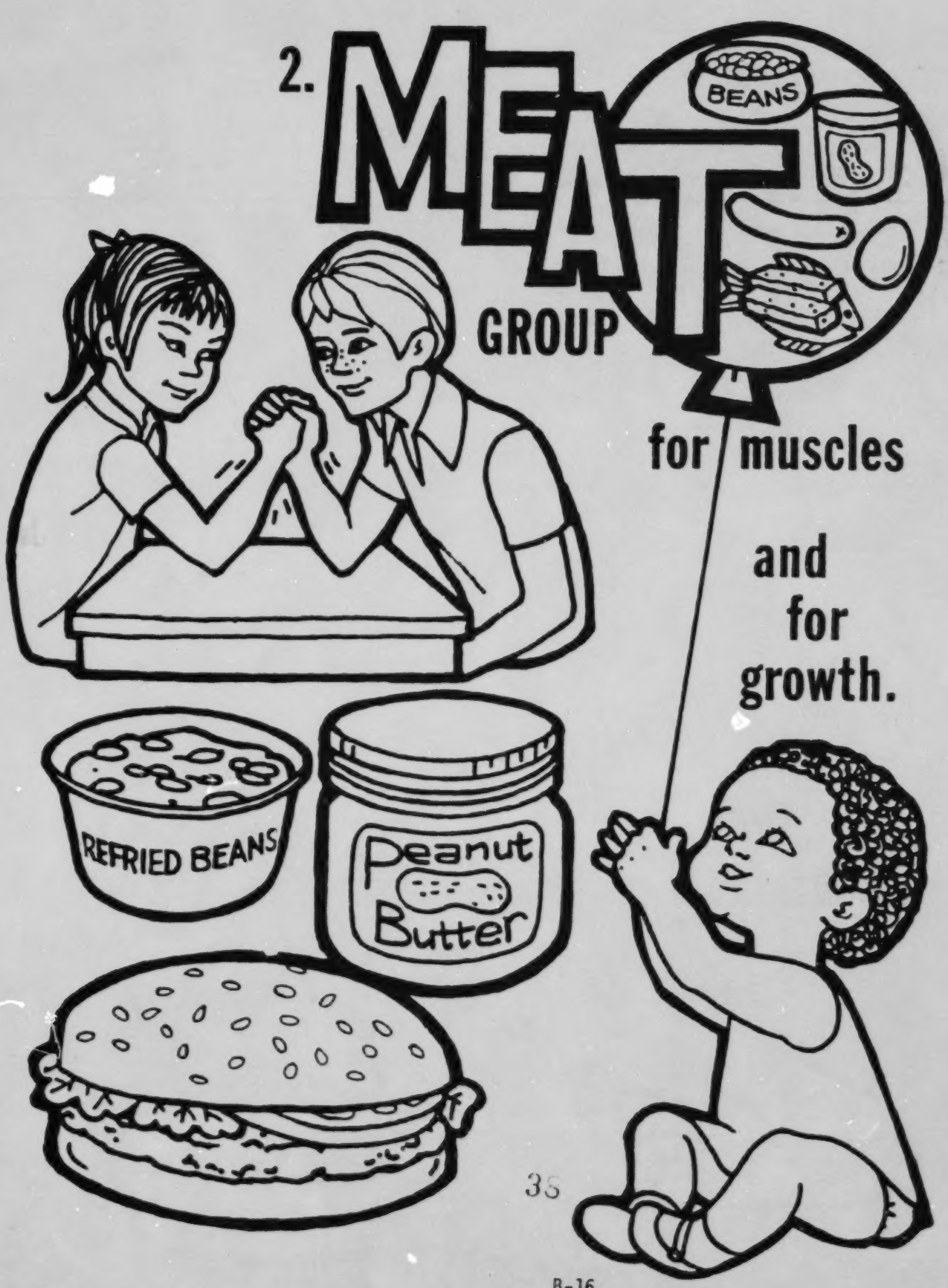
100% Beefburger Pattie - 2 ounces (meat group)
French Fries - 1/2 cup (vegetable group)
Fruit Cup - 1/4 cup (fruit group)
Hamburger Bun - 2 halves (bread group)
Milk - 1 cup (milk group)
= 1/3 of the total daily needs

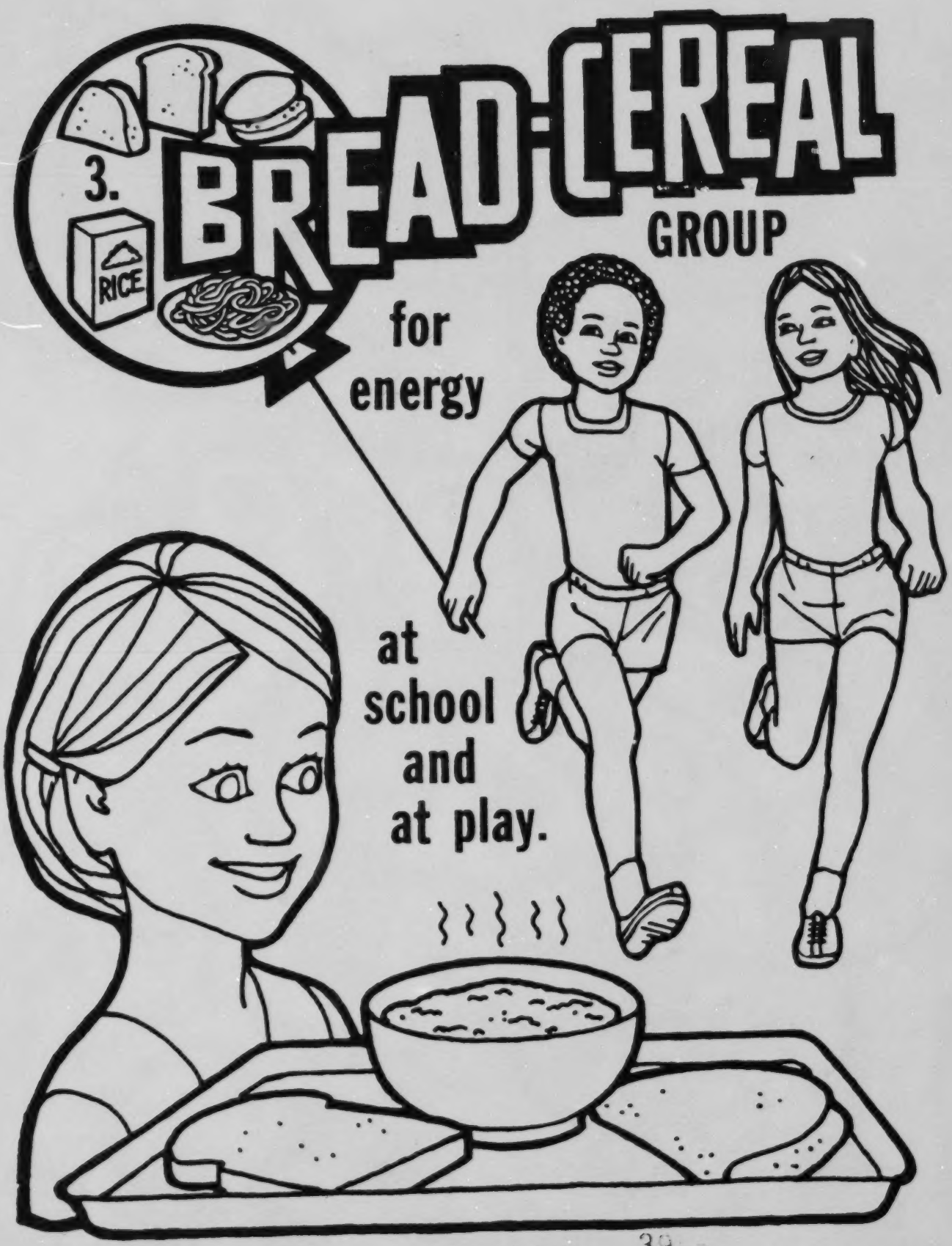


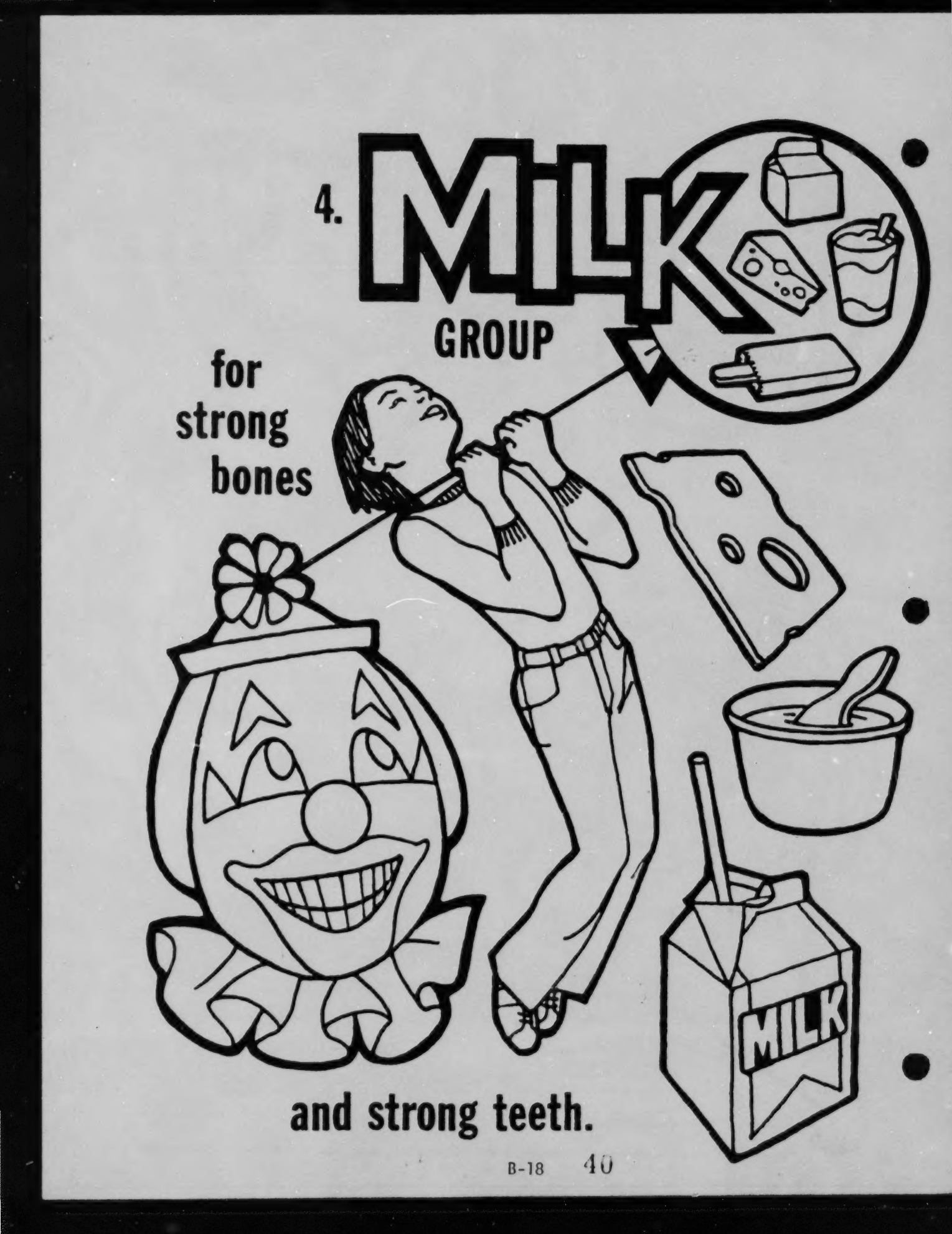


Coloring Book.


1. VEGETABLE-FRUIT
GROUP
for
healthy eyes
and
for
healing.


2. MEAT GROUP
BEANS
for muscles
and
for
growth.
REFRIED BEANS
Peanut
Butter


3.
RICE
BREAD-CEREAL
GROUP
for
energy
at
school
and
at play.


4. MILK
GROUP
for
strong
bones
MILK
and strong teeth.

An "A"
Lunch has all the basic food groups.
1. VEGETABLE-FRUIT GROUP
2. MEAT GROUP
BEANS
3. BREAD-CEREAL GROUP
RICE
4. MILK GROUP
EXTRAS
MILK

SCHOOL LUNCH LASAGNA
(a recipe for Mom)

Lasagna for 10

1.	Onions 1/4 pound Oil 1 tablespoon	1. cook onions in oil until tender
2.	Tomatoes 2 cups Water 2 1/2 cups Sugar 1 1/2 teaspoons Salt 2 teaspoons Garlic powder 1/4 teaspoon Italian seasoning 3/4 teaspoon Tomato paste 6 ounces	2. combine - tomatoes - tomato paste water - sugar - salt - garlic - seasoning 3. simmer 15 minutes
4.	Ground beef 1 1/4 pounds Salt 3/4 teaspoon Pepper 1/8 teaspoon Lasagna noodles 8 ounces - UNCOOKED Mozzarella cheese 3/4 pound	4. brown ground beef 5. drain 6. add salt and pepper 7. add beef to tomato sauce

LAYERS - 9 x 13 pan

1. 2 cup meat sauce
2. 1/2 noodles
3. 3 cup meat sauce
4. 1/2 cheese
5. remaining noodles
6. remaining sauce
7. You may add a layer of cottage cheese if you wish. Cover with lid or foil.*

Bake 350 - 1 1/2 hours. remove foil or lid - add remaining cheese - return to oven to melt.

* can now be refrigerated overnight.

SECTION C

School Lunch Manager's Section

NUTRIENTS AND THE BASIC FOUR FOOD GROUPS

1. Go over the page on Nutrients and the Basic Four Food Groups. This should serve as a review, the teacher should have covered this material prior to your presentation.

2. Give out the handout on "School Lunch Provides 1/3 of the Nutrients You Need Each Day". The class can look at this while you talk about "Nutrients in the School Lunch".

3. Pass out a sample food or snack. Choose fruit, raisins, vegetable sticks, granola cookie or a food on the menu that day. You may use any food that is easy to handle in the classroom.

4. Briefly discuss the major nutrients found in that food, based on the food group it comes from. Example - carrot sticks, orange wedges, apple wedges, etc., come from the fruit and vegetable group and contain the nutrients mentioned for that group. The cookie would come from the bread group but contain more carbohydrate because of the sugar and would be a good source of energy.

5. Anytime you talk about a food group you should try to use a food to illustrate and choose one that was served recently or will be served soon on the school lunch menu.

NUTRIENTS IN THE SCHOOL LUNCH

The school lunch is planned using the basic four food groups. The basic four food groups contain all six of the basic nutrients. If you eat some of each food served in a school lunch, you will get some of each nutrient you need.

For Example:
*For each group talked about, use the food from that group that was served on the lunch tray for the day or the next days lunch tray.

1. Meat Group - Contributes lots of protein, some vitamins, especially B vitamins and minerals, especially iron.
   (example foods: weiner in either the hot dog or weiner wrap, cheese in the cheese sandwich, meat and cheese in the pizza, chicken, meat in the taco and the cheese, hamburger patty in the hamburger, etc.)

2. Fruits and vegetables - Contains carbohydrates for energy, vitamins, especially C and A, and minerals. Also contain some fiber.
   (example foods: french fries, mixed vegetables, carrot sticks, all fresh fruits, salads)

3. Bread Group - Contains lots of carbohydrate for energy, vitamins, especially the B vitamins, and minerals. The foods in this group also contain some protein. Whole-grain products also have fiber.
   (example foods: the bread on weiner wrap, hot dog and hamburger buns, pizza crust, taco shells, tortilla, noodles in the spaghetti, all cookies, rolls, cornbread, etc.)

4. Milk Group - Contributes minerals, especially calcium, vitamins, especially vitamin D and riboflavin (B_2), protein and some carbohydrate.
   (example foods: milk, chocolate milk, cheese)

Remember that eating many kinds of foods will give you the different nutrients you need in a day.

If you eat all the foods in the school lunch you will get 1/3 of the nutrients you need for the day. These nutrients help you to have energy for work and play and help you grow and be healthy.

Each of the basic nutrients does something specific in the body to keep you healthy and keep you feeling your best.

1. Carbohydrates - provide energy.
2. Proteins - build and repair muscles, can be used for energy.
3. Vitamins - help you use other nutrients and help your body fight diseases. Keep your skin healthy, help you have strong bones and teeth.
4. Minerals - help you use other nutrients, and help you have strong bones and teeth. Help you have healthy red blood.
5. Fats - supply energy and contain necessary fatty acids.
6. Water - is essential to life. Helps to keep the body working well.

Teacher's Packet

NUTRIENTS AND THE BASIC FOUR FOOD GROUPS

The following packet is provided for you in conjunction with a short lesson presented by the school lunch manager in your school. It consists of:

1. Background information of the six basic nutrients, their functions, and which food groups provide the nutrients.
2. Suggested support materials and activities to be used with the lesson.
3. Handouts or worksheets you may copy for the children to use in making a notebook or for them to take home.
4. A recipe or recipes you may wish to try in the classroom or send home with the children for them to try with their parents at home.

It is recommended that the children be prepared with some background knowledge of the six basic nutrients and the food groups before the school lunch manager gives her presentation.

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*Note: If you are using the Dairy Council's "Food Your Choice", you will find this lesson fits well into the following activities:

1. Level 2 - Unit 1 - Activity 3 - What in Food Helps Me Grow.
2. Level 2 - Unit 1 - Activity 4 - What In Food Gives Me Energy.
3. Level 2 - Unit 1 - Activity 5 - What In Food Keeps My Body Running Smoothly.

NUTRIENTS AND THE BASIC FOUR FOOD GROUPS

1. All food, whether it is a hot dog, steak, spinach, apple or bread, is really a combination of six essential groups of nutrients, necessary for good health.

   The six groups of nutrients we will talk about are:
   1. CARBOHYDRATES
   2. PROTEINS
   3. VITAMINS
   4. MINERALS
   5. FATS
   6. WATER

2. We need these nutrients every day.

3. We get these nutrients by eating a balanced diet and many different kinds of foods.

4. One of the easiest ways to decide what to eat is to follow the Basic 4 Food Groups.

   The basic 4 food groups are:

   1. MILK
   2. FRUITS AND VEGETABLES
   3. BREADS
   4. MEATS

5. The basic 4 foods groups help us choose the foods we need to get the right nutrients every day.

6. The definition of a nutrient is - A material that nourishes the body.

7. A nutrient may help the body in 3 ways:

   1. It may give the body fuel for energy.
   2. It may provide material for building and repairing the body.
   3. It may provide material to help keep the body functioning regularly.

THE NUTRIENTS WE NEED TO EAT EVERY DAY AND HOW TO GET THEM

Carbohydrates

There are three main kinds of carbohydrates

1. Starch - Starches take some time for the body to use. They are found in bread, potatoes, spaghetti, noodles, rice and foods we call "starchy foods".
2. Sugar - Sugars are used quickly by the body. They are found in sweet foods like candy, cookies and other desserts. Too much sugar can be bad for our bodies.
3. Fiber - Fibers are not digested by the body but stay in the intestine and help regulate how the rest of the food we eat moves through our bodies. Fiber is found in fruits, vegetables and whole-grains.

*We get energy from starch and sugar but not from fiber.

Carbohydrates function in the body to:

1. Serve as the body's main source of energy.
2. Help the body use protein efficiently. If you don't eat enough carbohydrate and fat to provide all the energy needed, your body uses protein for energy and it is not available to do its regular job.
3. Supply fiber for good digestion.

A food group that provides us with the most carbohydrate is the bread group. The bread group also contains many vitamins, minerals, and some vegetable protein.

Each day you should eat at least four servings (4 slices of bread) of foods from the bread group to get enough carbohydrate.

Proteins

Protein functions in the body to:

1. Help your body build new cells and mend injured ones.
2. Help other body systems work properly.

3. Be used for energy if you don't eat enough carbohydrates and fats.

A food group that is high in protein is the meat group. This group contains meats, eggs, fish, dried peas and beans and nuts. The milk group also contains protein. Besides protein, the meat group provides vitamins and minerals, especially iron which is needed for healthy blood.

Each day you should eat at least two servings from the meat group to get enough protein.

Vitamins

Vitamins function in the body to:

1. Help your other body systems to work properly.
2. Help your body use other nutrients properly.

A food group that provides many vitamins is the fruit and vegetable group. Some foods are very good sources of certain vitamins. Citrus fruits (oranges, lemons, limes and grapefruit) and berries and some melons are good sources of vitamin C. We need to eat a food that is a good source of vitamin C each day because our body does not store vitamin C. A half a glass of orange juice each day will give us the vitamin C we need.

Some vegetables are a good source of vitamin A. We need to eat a food high in vitamin A every other day. Dark green leafy vegetables like spinach and broccoli and dark yellow or orange vegetables like squash and carrots are good sources of vitamin A. Other good vitamin A foods are peas and green beans.

There are many other vitamins we need and we get them by eating a good variety of foods.

Other nutrients found in fruits and vegetables are minerals, carbohydrates (and fiber) and some protein.

Each day you should eat four ½ cup servings of fruits and vegetables to help get enough vitamins.

Minerals

Minerals function in the body to:

1. Help your other body systems work properly.
2. Help you have healthy red blood, and strong bones and teeth.

We need many minerals. One of the most important ones is calcium. The food group that contributes the most calcium is the milk group. The milk group includes cheese, ice cream, yogurt, cottage cheese,and all types of milk.

Each day you should drink three glasses of milk or eat three servings of other foods from the milk group to get enough calcium.

Foods from the milk group also contain other minerals, vitamins, and protein.

Fats

Fats function in the body to:

1. Supply energy.
2. Supply needed fatty acids to keep skin and nerves healthy.
3. Carry fat-soluble vitamins - A, D, E, and K.

Fats provide us mostly with energy (calories). Butter, margarine and oils are fats. Foods that are high in fat are meats with a lot of white streaks and nuts.

We need some fat but like sugar it is a food that we must be careful not to eat too much of, because it may be harmful to our bodies in large amounts.

Water

It may seem strange to think of water as a nutrient, but it is one of the most important. We cannot live without water. Every food we eat contains water and we must have water every day.

Over half our body weight (60%) is water and water is found in every cell of our body. Water surrounds the cells of our body and is in our blood. We need water for our bodies to function properly.

Some foods that contain a lot of water are milk, juices, watermelon and even potatoes. We should drink several glasses of water every day.

Films:

1. Food That Builds Good Health
   11 min; col; sd; 16mm; elementary and junior high
   When their mother is called out of town, Jill and John assume the responsibility for preparing nourishing and interesting meals. With them, we learn of the four large food groups that help supply the body's needs for proteins, carbohydrates, fats, vitamins, minerals and water. These food groups are the meat, milk, bread-cereal and vegetable-fruit groups.
   *(MP 1069; MP 1380)

2. How a Hamburger Turns Into You
   19 min; col; sd; 16mm; middle grades
   The film traces protein metabolism from digestion through resynthesis in the cells. By focusing specifically on proteins, the film demonstrates the essential processes that change food nutrients into the molecular building blocks that nourish cells and fuels the activity of the body. It gives a scientific basis for understanding how we grow.

3. Rip Rocket Series
   5-16mm films (as a series only) primary, elementary, junior high
   a. B Vitamins - This film tells why everyone needs to eat foods rich in THiamin, Riboflavin and Niacin to maintain healthy skin and nerves. Major sources are whole-grains and enriched cereal products.
   (MP 1500)*
   b. Iron - Iron helps us have healthy red blood cells and gives us energy. It is needed by everyone but especially by babies and growing children, women and girls. Some of the best sources are liver and other organ meats, egg yolks, dried fruits and whole-grain and enriched cereals.
   (MP 1502)*
   c. Protein - This film tells how protein is used to help build and repair the body. Two servings are needed every day from the protein-rich food group which includes meats, eggs, fish, dry beans and peanut butter.
   (MP 1502)*
   d. Vitamin A - Vitamin A helps us have good eyesight and healthy skin. Everyone needs Vitamin A from one of the rich sources such yellow and orange fruits and vegetables, liver and egg-yolk.
   (MP 1504)*
   e. Vitamin C - Vitamin C helps the body heal wounds, resist disease, and hold body cells together. Everyone needs one serving from Vitamin C rich foods such as oranges, grapefruit, broccoli, potatoes, strawberries and cantaloupe.
   (MP 1505)*
   NOTE: Each film is 5 min; col; sd; 16mm. TRC number for series is S014 Rip Rocket Series #S013 also includes calcium.

4. Vitamins From Food
20 min; col; sd; 16mm; primary and elementary
Dr. James Lind, aboard ship in 1740, cures scurvy. Dr. Christian Rijkman, in Java in 1890 cures beriberi. The sailors and the Javanese were afflicted with vitamin deficiency diseases because their diets were unvaried. The film re-enacts the drama surrounding the discovery of vitamins. Coenzyme function in metabolism is shown in animated scenes. The film shows the role of vitamins in body regulation and suggests the food sources that can supply us with the vitamins we need.
(MP 5326)*

5. Why Eat Our Vegetables
11 min; col; sd; 16mm; primary
Story of a shipwrecked family and how they learned that vegetables are vital to well-being.
(MP 1188)*

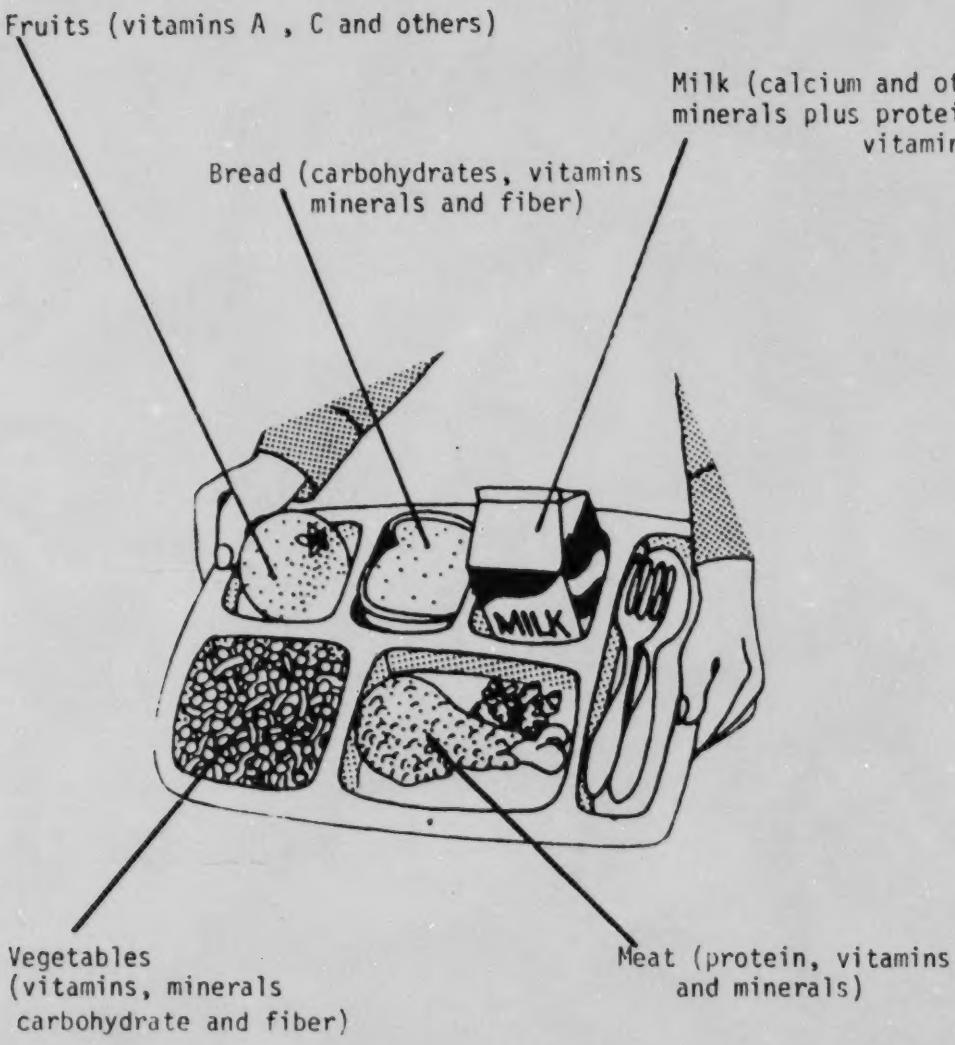
Filmstrips

1. The Nutrient Express
Filmstrip set (3 filmstrips) with audio cassett, 52 frames, 11 min.
Delightful ballads and colorful cartoon drawings tell the story of Nancy, "a little girl who ate the most improper foods". That all changes after a journey aboard a brightly colored train that whisked her away to the Land of Nutrients.
(1 of the 3 filmstrips) Primary grades.

2. Professor Whacko's Incredible Pill
for grades 1, 2, and 3, filmstrip and cassette.
The professor tries to convince the neighborhood kids that his everything-in-one pill is just as good as three meals a day . . . The pill includes all the nutrients of the Four Food Groups, a good breakfast, lots of protein and plenty of carbohydrates and vitamins. But in the end, Professor Whacko's invention is not a hit. The kids know real food is the best plus "why it's important to have good eating habits".
(NOTE: This filmstrip, cassette and duplicating spirit masters with a teacher's guide is FREE and available by writing to C.I.C., Inc., Suite 958, 1272 Avenue of the Americas, New York, NY 10020)

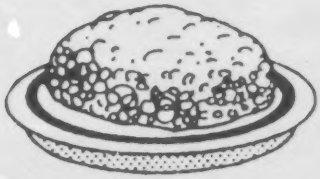
*Call number for the film at the Boise School District TRC.

SCHOOL LUNCH PROVIDES 1/3 OF THE NUTRIENTS YOU NEED FOR THE DAY


Fruits (vitamins A , C and others)
Milk (calcium and other minerals plus protein and vitamins
Bread (carbohydrates, vitamins minerals and fiber)
MILK
Vegetables (vitamins, minerals carbohydrate and fiber)
Meat (protein, vitamins and minerals)

If we eat many different kinds of food each day we will get all the nutrients we need to help our bodies grow and work well.

FISH



HAMBURGER PATTY

FIND THE PROTEIN FOODS

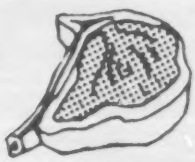
C	B	E	E	F	H	U	B
F	I	R	G	A	N	O	P
S	E	Z	G	Z	T	W	E
Y	F	I	S	H	Q	C	A
M	L	V	A	J	G	O	N
R	A	C	P	F	P	W	U
X	M	E	E	I	T	F	T
U	B	E	A	N	S	O	S
N	I	L	S	E	D	M	K

Words To Look For

1. beef
2. fish
3. eggs
4. beans (dried)
5. peas (dried)
6. peanuts

CHICKEN

REFRIED BEANS



LAMB OR PORK CHOP

CAN YOU IDENTIFY THESE VITAMIN AND MINERAL FOODS?

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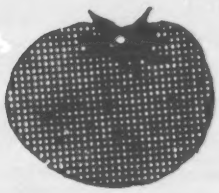

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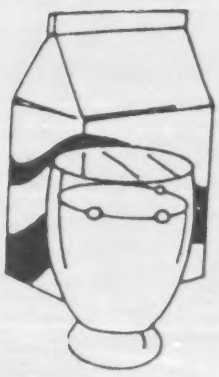

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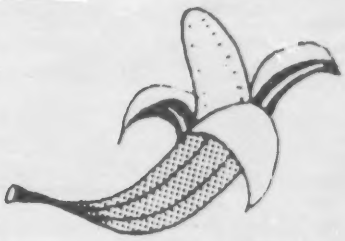

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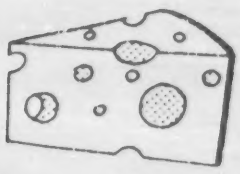

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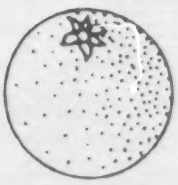

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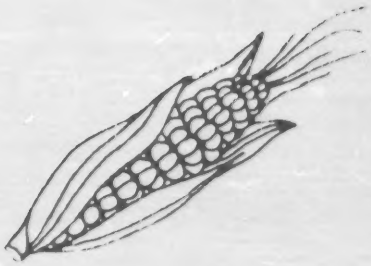
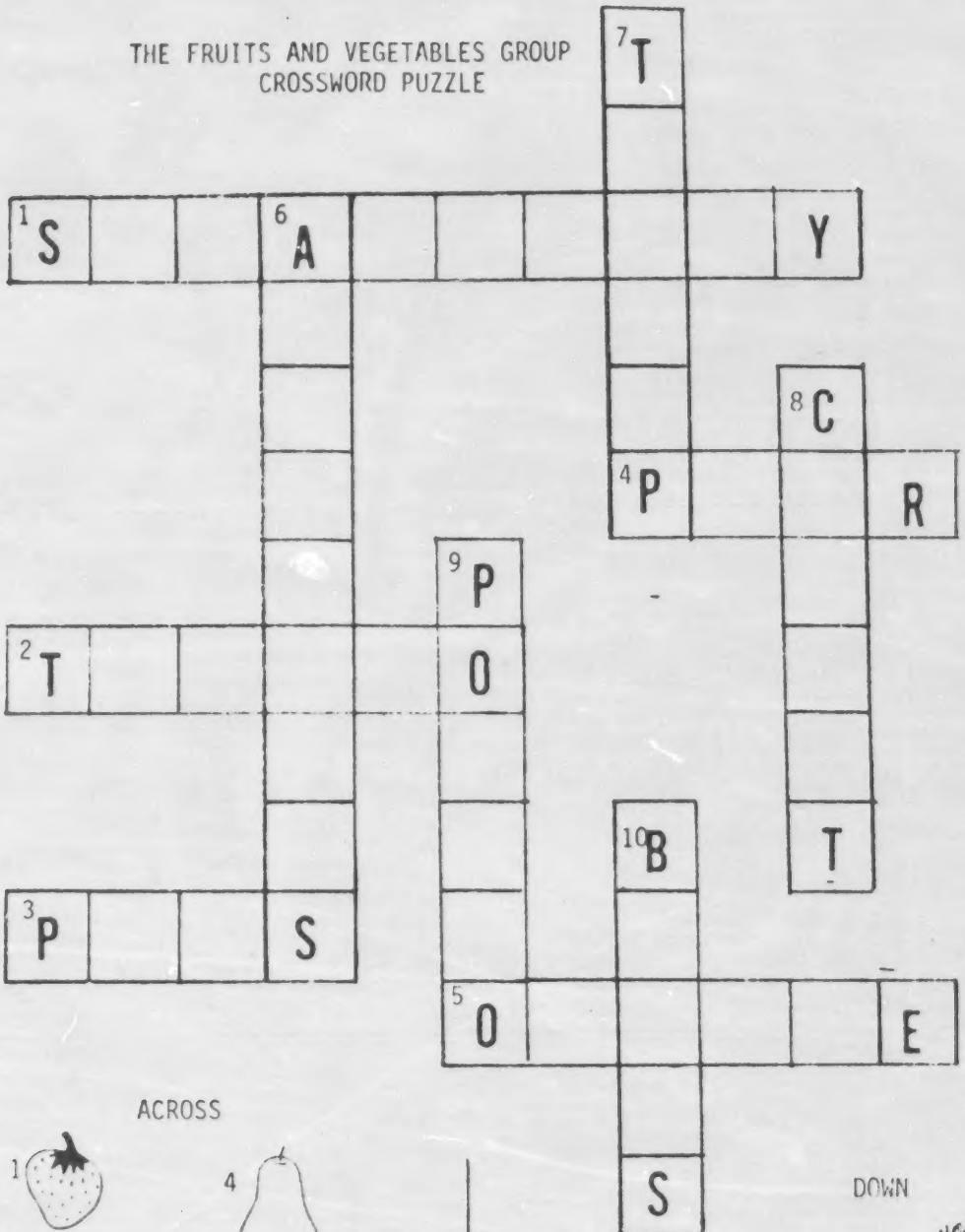


C _ _ N

THE FRUITS AND VEGETABLES GROUP
CROSSWORD PUZZLE



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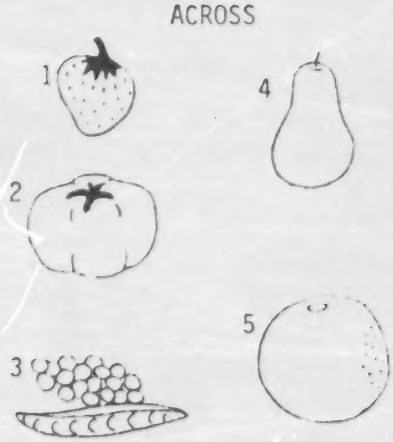

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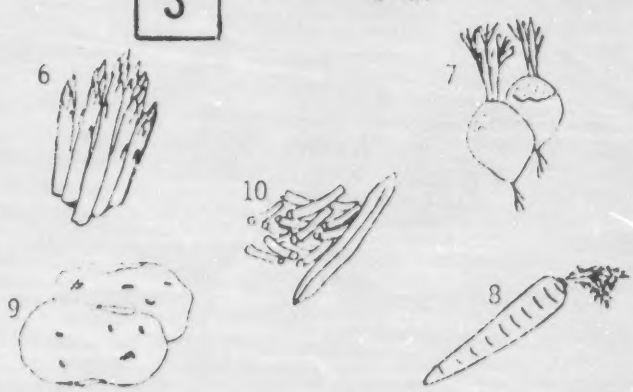

SCHOOL LUNCH ROLL YOUR OWN TORTILLA

Serves 10

1 Can Refried Beans

1 lb. Hamburger

½ Cup Onions

1 ½ tsp Cumin*

¼ tsp Chili Powder

½ tsp Garlic Powder

Brown hamburger and onions, drain well. Add refried beans and spices to hamburger and onion mixture and mix well. Serve on Flour Tortillas

Serve with cheese, lettuce and tomato if desired.

*If Cumin is not available you may substitute chili powder.

SECTION D

School Lunch Manager's Section

ETHNIC FOODS IN AMERICA

1. Go over the introduction and the ethnic and regional foods and the school lunch sections.
2. You could use pictures or food models from the Dairy Council to illustrate as you talk.
3. Pass out a snack.

   Choose

   A. Pizza cut into small squares

   B. Burritos, warmed and cut into small bite sized pieces

   If you choose pizza, arrange to do this lesson on a day pizza is served in the cafeteria. Cut the pieces small enough to be very easy to handle. A two to three bite snack is enough.

INTRODUCTION

American food is a combination of many kinds of food from many countries. As each group of people migrated from other countries, they brought their favorite recipes and sometimes favorite foods with them.

First came tribes of Indians across the Siberian ice bridge. Much later came the first whites, sailors or fisherman marooned on beaches by ship wrecks. Companies sent people from other countries to form colonies. Each brought the special recipes from their homeland. These people have spread and moved until America is now call a "melting pot" of people and food. Each part of the United States still has its special dishes but we all enjoy foods from different places. Sometimes a food is associated with a place because it grows well there - such as potatoes in Idaho - and sometimes because most of the people living in an area come from the same foreign country - such as Italian Spaghetti - a traditional dish served in Italian homes.

If we were to travel across the U.S. we would find there are several regions or areas where certain foods are traditionally found.

Many foods from different areas are found on the school lunch menus served in your schools.

Another thing about America is that it has always seemed in a hurry and seems to be so today, even when it eats. That is why many foods that are traditional have become what we call "FAST FOODS". There are foods people especially like that can be easily and quickly prepared. The hamburger itself is a very good food. It provides foods from two of the four basic food groups, meat and bread. If you eat a hamburger with a salad or fresh fruit or vegetable and drink a glass of milk, you have a very good meal that includes all four of the basic four food groups. If you eat it with french fries and a coke, you get the meat and bread plus a lot of unneeded fat and sugar. If you choose fast food wisely, it can be very good for you. You also find many foods on the school lunch menu that can be called "fast food". These are served with fruits, vegetables, milk and bread to make a good meal. A school lunch will provide all the good nutritious things you need to get 1/3 of a days food needs.

ETHNIC AND REGIONAL FOODS AND THE SCHOOL LUNCH

Many of the foods eaten that came from different countries are called "ETHNIC FOODS". These are foods that are associated with a special group of people. A taco is an ethnic food associated with Mexican people, even though we all eat and enjoy tacos. Spaghetti is an ethnic food associated with Italian people. Quite a few of the foods on the school lunch menu are ethnic foods as well as fast foods.

Let us take a look at them:

1. Tacos, enchiladas and burritos are foods usually thought of as mexican foods.
2. Weiners, with either a wrap, bun or as a corn dog are from German sausages originally.
3. Pizza spaghetti and lasagna are thought of as Italian foods.

Some of the foods on the menu come from special areas or regions of the United States.

1. The cheese in a cheese sandwich may be made in Wisconsin, a state in the mid-West famous for its cheese and milk products.
2. Tater tots and french fries may be made from potatoes grown in Idaho.
3. Most of the fresh fruits and vegetables come from the Pacific Southwest state of California.
4. The fish in a fish filet is from the New England waters.
5. Peanut butter comes from peanuts grown in the South.
6. A 100% beef burger is an all-American dish not found anywhere else.

All of these regional and ethnic foods contribute to an all-American school lunch menu based on the basic four food groups that will provide you with 1/3 of your daily food needs.

Teacher's Packet

ETHNIC FOODS IN AMERICA

The following packet is provided for you in conjunction with a short lesson presented by the school lunch manager in your school. It consists of:

1. Background information on ethnic foods eaten in America, and some history on these foods.
2. Suggested support materials and activities to be used with the lesson.
3. Handout or worksheets you may copy for the children to use in making a notebook or for them to take home.
4. A recipe or recipes you may wish to try in the classroom or send home with the children for them to try with their parents at home.

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*Note: If you are using the Dairy Council's "Food Your Choice", you will find this lesson fits well into the following activities:
1. Level 2 - Unit 3 - Activity 1 - The American Food Mosiac

INTRODUCTION

Americans pick and choose their diets from the traditions of the whole world.

Whether it is pumpkin pie or Chinese fried rice, most of our food has a special history and we are the richer for it.

Our food has all sorts of social, geographical and cultural traditions. Baseball and hot dogs, San Francisco and Chinese food, New Orleans and shrimp gumbo, the Southwest and chili are a few of these traditions.

Everyone needs the same nutrients but we can take them as we like them.

Protein is important to us all. If our heritage is Mexican-American, we can get a healthy amount of protein at a low cost in such dishes as refried beans.

Or iron, Jewish women, like all women, have a special need for iron in their diets. Of the many jewish foods, one of the most popular is a good source of iron, chopped chicken livers.

Families from Puerto Rico need milk as everyone else does.

They get a fair amount of it in cafe con leche or in flan.
Hankering for soul food, you may find yourself fixing grits and turnip greens - and when you do you are serving up a large portion of iron, vitamin A, B vitamins and vitamin C.

Every cultural tradition allows for enough good food for people to healthy as well as happy at the dinner table.

Traditional eating patterns and habits may suffer a change on their way to this country, or from farm to city, but the nourishment in the food itself remains the same.

Rice, for example, is a mainstay at Puerto Rican tables; it is just as important when the family moves to New York.

For all its people, however, the United States has one of the best food supplies in the world, whether measured in terms of quantity, quality, variety, or availability.

If your diet contains a good variety of foods, whether fresh or packaged, meats and vegetables, milk, cereals and grains, fruits and cheese in the necessary amounts, good nutrition will take care of itself.

FOOD REGIONS OF AMERICA

There are five main regions in the United States.

1. NEW ENGLAND AND EASTERN:

   Indians settled in New England first and were joined by people from many countries in Europe. These people brought food they were used to - sausages, roasts, puddings and the cereal grains oats, wheat, rye. Growing conditions were different and foods in the strange land were not the same, and they had to learn to live on new foods available such as wild turkey, duck, goose and pidgeon. They were taught by the Indians to hunt and eat bear and moose and to use cranberries, beach plums and wild grapes. The Indians gave them corn and other foods. The settlers in Vermont and New Hampshire also learned to use the sap of certain trees which they boiled down to make Maple Syrup. The Irish people added potatoes, corned beef and cabbage, kippers and soda bread. Groups of people from Italy, Russia, Poland, Sweden, France, China, Hungary, Greece, and many other countries settled up and down the eastern coast area. Many Germans settled in Pennsylvania and became known as the Pennsylvania Dutch. Each group of people adapted or changed their food to suit the part of the country they settled in. Fish became popular in New England and in the Eastern states because they are near or on the Atlantic Ocean and fish and shellfish are available.

   Some of the foods that have become popular that began in this part of the country are Boston baked beans and brown bread, clam chowder, fried fish, pizza, sausages, and waffles.

2. SOUTHERN AND GULF AREA:

   People spread South from New England and the Eastern states as well as coming from foreign countries. When they arrived in the South they found more fruits, many deer and wild ducks as well as seafood. Many French, Spanish and African people came to the area around the Gulf coast. Some of the foods that became specialties of the South are: pecan pie, candied sweet potatoes, rice dishes, hushpuppies, popovers, and catfish.

3. MIDWEST AND PRAIRIE AREA:

Even before the War for American Independence, bands of settlers began to move Westward. Whole families moved with all their possessions. They ate simple foods because the land had to be cleared before crops could be planted. Corn was a very important food and was sometimes eaten three times a day. Many meals were cooked over an open fire in large pots. Meats available then were salt pork, ham, game such as deer and birds both wild and tame. In the states like Texas, Mexico had a large influence as did the raising of cattle. While the Northern plains states developed farming and milk products, barbecue cooking with beans and chilies developed in the Southern plains.

4. SOUTHWEST AREA:

Until the mid-eighteen hundreds(1848) the Southwest was Mexican territory populated mostly by Indians. Some people began to settle into this country, however, to raise cattle. Much of this area has very little rainfall but California has more rain and many different fruits will grow there. Chinese people also had a large influence in this part of the country especially in California.

Some of the popular foods from the Southwest include tacos, burritos, enchiladas, refried beans, and from produce in California many salads, exotic fruits and fresh vegetable dishes.

5. PACIFIC NORTHWEST:

When settlers moved into the Pacific Northwest they found many game animals, fish such as the salmon and rich land to grow all kinds of crops. The settlers in Idaho found that the soil grew a very light, fluffy potato. This area includes Alaska where sourdough bread became a staple in the diet. Beef, lamb and wheat, peas and beans are familiar foods grown in this area. Shellfish and seafood are popular on the coast.

This covers only a few of the many special foods found in the United States.

SUPPORT MATERIALS FOR ETHNIC FOODS IN AMERICA

Films:

1. Foods Around the World
   11 min; col; sd; 16mm; primary and elementary

   Examples from six continents show that wherever people live, local conditions of land and climate usually determine the kinds of food they eat. Where conditions are similar, foods are similar. Hunting, fishing, and harvesting of crops are shown, as well as the storing and marketing of food. The film emphasizes basic similarities in human needs.
   (MP1275)*

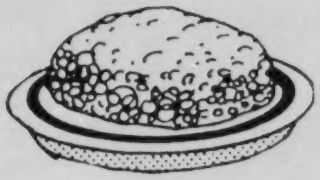
2. The Big Dinner Table
   13 min; col; sd; 16mm; primary

   The film features children the world over eating various foods at family mealtime. The film's intention is to explain the body's need for food and to present the Four Food Groups as an enjoyable and reliable eating pattern. Because of its international scope, it offers students an interesting perspective on sensible eating habits and on cultural environments around the world. Contrasts in food, clothing and housing are shown.

*Call number at the Boise School District TRC

A HAMBURGER - THE ALL AMERICAN MEAL

A Bun from the _____ group



A Hamburger Patty from the _____ group

Lettuce, Tomatoes and French Fries from the

_____ group

and

a glass of Milk make a good meal of foods from the basic four food groups.

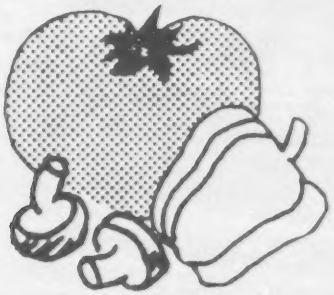
ABOUT THE HAMBURGER

The hamburger, served in a bun, is a native American idea and a national staple. Its name comes from Hamburg, a German city. The people there ate shredded raw meat. It was originally called a hamburg-steak and was served like any other steak. This soon became simply "the hamburger". There are all kinds of stories about where and how the hamburger sandwich got started. Some say it was at the 1903 World's Fair in St. Louis, Missouri and some say a New York waterfront resturant started serving them to sailors from Hamburg, Germany, who wanted to take their lunch back to the ship in bags. Whenever or however it started, the hamburger has taken over as America's number-one food. It is eaten as a snack, a lunch or a main dinner course.

What other foods do you like on or with your hamburger?

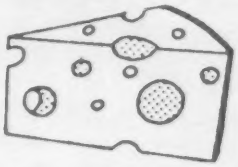
WHAT'S IN A PIZZA?

The Crust is from the _____ group



Tomatoes, Peppers and Mushrooms are from the _____ group

Sausage or Pepperoni is from the _____ group



Cheese is from the _____ group

Pizza is an ethnic food we associate with the country of _____.

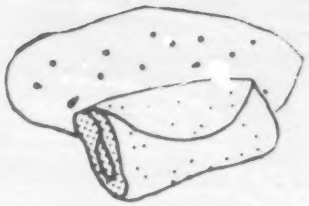
All of these foods from the basic four food groups may go into a pizza. You may like other things on your pizza. Make a list of them and the food group they belong to.

ABOUT PIZZA

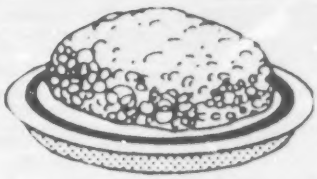
Pizza started in Naples Italy, but is now known all over the world. Some kinds of pizza were made to honor people or things in Italy. Pizza Margherita is a patriotic pizza because it was created in honor of Queen Margherita, Queen of Italy. It is a patriotic combination of the colors of the Italian flag. Red = tomatoes, White = Mozzarella cheese and green = a herb called basil.

As far as is known, the first pizza was served in a new pizza parlor in New York in 1939. It didn't become popular however, until Americans returning home from Italy after World War II made it a popular food.

LET'S MAKE A TACO

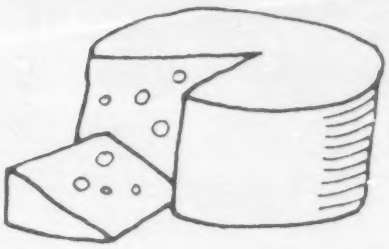


A Tortilla from the_____
group

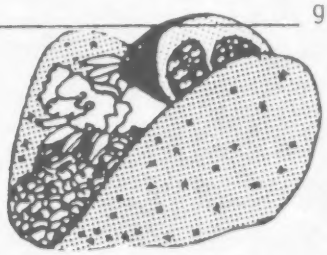


Ground Beef from the_____
group

Lettuce, Tomatoes and Chillis from the
_____ group



Cheese from the _____
group



Make a TACO

ABOUT TACOS

Tacos are just shaped, filled tortillas with different kinds of garnishes. Tacos filled with chilli sauce and meat is just one good way to make a meal of tortillas. Tortillas were popular in Mexico long before the Spanish arrived, and they have remained on of the staple foods ever since. They are a flat corn bread .

Tacos are an ethnic food we associate with the country of

_____ .

SNACK PIZZAS

Makes 10 pizzas
Calories per pizza: About 105.

Refrigerator biscuits, flaky	9 1/2 ounce pkg. (10 biscuits)
Tomato paste	1/4 cup
Oregano	1 teaspoon
*Onion, chopped	1/4 cup
*Canned mushrooms, chopped	1/3 cup
Natural sharp Cheddar or Mozzarella cheese, shredded	1/2 cup

1. Preheat oven to 400 degrees F (hot).
2. Grease baking sheets.
3. Pat each biscuit round into a 4-inch circle on baking sheets.
4. Mix tomato paste and oregano. Brush on each biscuit round.
5. Mix onion and mushrooms. Sprinkle over tomato paste mixture. Top with shredded cheese.
6. Bake until crust is lightly browned (about 8 minutes).

NOTE: Other ingredients such as cooked ground sausage or ground beef, thin strips of salami, chopped green pepper, or chopped anchovies may be used in place of onion and mushrooms. Calories for a pizza will vary according to ingredients used.

*May be ommitted.

SECTION E

School Lunch Manager's Section

CHOOSING FOODS

1. In this lesson you will present a short discussion on how foods are selected to be served in the school lunch program.

2. Provide a snack from your menu. This can be any food that is used regularly and convenient for you to prepare.

3. You will also provide a film or filmstrip for the teacher to use.

HOW FOODS ARE CHOSEN FOR THE SCHOOL LUNCH PROGRAM

Many different factors influence the foods chosen to be served in the school lunch program.

1. The meal prepared must meet the "type A" lunch requirements for the district to be reimbursed the amount set up by the government. This means that each lunch must include milk, meat or a meat alternate such as eggs or cheese, two or more vegetables or fruits and bread. Serving this kind of a meal guarantees that it is a nutritious lunch.

2. Cost must be considered. If the meal is too expensive people cannot afford to buy it every day. So good nutritious food at a reasonable cost is chosen.

3. Related to cost is the amount of labor necessary to prepare the lunch. The number of people available and the amount of time required to prepare certain foods must also be considered.

4. The kind and amount of equipment available affects the foods chosen for the school lunch. There must be enough ovens and stoves to cook certain foods and keep them hot as well as refrigerators to keep foods cold.

5. The kind of commodity foods available affects the foods served on the school lunch menus. The school lunch program receives commodity foods from the government. These are foods purchased by the government that are "extra" foods. Example: If the U.S. produces a lot of beans in one particular year, more than can be sold to the public or to other countries, the government buys them and sends them out as commodity foods. The school lunch program receives them as a part of the money received from the government and has to pay to have them shipped and stored. This helps the government keep the market for beans up and offers the beans to the school lunch program at a reduced cost. Some of the foods on the menus are chosen to utilize these commodity foods.

6. Storage available for some foods determines how often they can be served. If frozen vegetables are to be served, there must be enough storage freezer space to keep enough vegetables available to feed the whole school district.

7. The foods chosen must be suitable to be prepared in large amounts. Some foods such as pizza and spaghetti work out well when made in large amounts, but there are some foods which are not as good when prepared in large amounts. Even though we serve only about * _____ children in this school, on hamburger day about 12,000 hamburgers are served throughout the school district.

8. Last and most important in choosing foods for the school lunch program is your food preference. Meals are chosen that children eat well. The school lunch personnel keep track of the number of children that eat each meal. If they find that on the day a certain dish is served fewer children take school lunch, that meal is dropped from the menu. The way the food looks on the tray is important as well as how it tastes. Foods are chosen that offer a variety of flavors, colors, textures, and can be attractively served.

These are just the major considerations taken into account. Many small things affect the lunches served as well. If there are special considerations in your school, mention them.

* fill in the number of children you serve in your school each day

Teacher's Packet

CHOOSING FOOD

The following packet is provided for you in conjunction with a short lesson presented by the school lunch manager in your school.
It consists of:

1. Background material on the things that affect peoples food choices.
2. Suggested support materials to be used with the lesson.
3. Handouts or work sheets you may copy for the children to use in making a notebook or for them to take home.
4. A recipe you may wish to try in the classroom or send home with the children for them to try with their parents at home.

The short lesson presented by the school lunch manager could be used as an introduction or as follow-up for this lesson.

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*Note: If you are using the Dairy Council's "Food Your Choice", you will find this lesson fits well into the following activities.

1. Level 3 - Unit 1 - Activity 2 - Naming Factors That Influence Food Choices.
2. Level 3 - Unit 2 - Activity 2 - Tracing Cultural Foods.

CHOOSING FOOD

Why do we choose to eat the things we do? A lot of different factors effect our food choices. Some of them we are aware of and some of them we do not think about even though they also affect our food choices.

The way we eat is called our "eating habits". Peoples eating habits are based on their cultural background and on personal need.

Peoples cultural background includes:

1. Ethnic heritage - the traditions and customs that are a part of a person's nationality and race. We can think of many foods eaten in the United States that are from a particular ethnic heritage. Some of these are pizza, tacos, and many chinese dishes.

2. Religious and social customs - religious customs play an important part in many peoples food choices. Sometimes only certain foods can be eaten on certain religious days. Roman Catholics, for instance, do not eat meat on Fridays during Lent, the six weeks before Easter.

   Sometimes people of a certain religion eliminate a food altogether. The Hindu religion, the most widespread religion in India, forbids its members to eat beef. They believe the cow is a sacred animal and must not be killed. It is for this reason that beef is not eaten. These are just two examples of how religion affects food choices.

3. Social activities - food plays an important role in social activities. We use special foods to celebrate events in our lives, such as birthdays and weddings.

   In most countries, when guests arrive they are offered food and beverages. In some cultures, it is considered an insult if a guest refuses any food offered. Each society developes its own special customs.

4. Family influences - the foods your family prefers also influence your food choices. Many families are proud of their ethnic background and serve many foods that are traditional family foods. In the U.S. we also enjoy foods popular with other ethnic groups.

Many times children learn to like only certain foods because their parents like them. If only certain kinds of foods are served, children may learn to eat these but turn down a new or different food without even trying it simply because they never see it served at home.

If parents enjoy and serve a wide variety of foods at home, children will usually enjoy a wide variety of foods too.

Personal needs include:

1. Physical needs - food fills a vital physical need. Without food we cannot live.
2. Security and safety - having enough food helps us feel safe and secure.
3. Love and belonging - serving food to or sharing food with others is a way of showing love and acceptance.
4. Esteem - we all need respect and approval of others. Sometimes we use the giving of food or knowledge of food to gain esteem.
5. Self-actualization - this has to do with using your talents and abilities to become the best you can be. Many people use food or food preparation as a hobby. They love to try new dishes or ways of preparing dishes. This is using food creatively.

* The above are taken from Maslow's Hierarchy of Needs.

Other factors include:

1. Food availability - the kinds of foods you choose depends somewhat on what is available.

Some foods we can get at reasonable prices all year round. Others are only available at certain times of the year or only cheap enough to buy (for most of us) at certain times of the year. Watermelon is a good example. It is at its best and in good supply during the Summer months which makes it cheaper and a better choice at that time of the year.

Sometimes bad weather will destroy all or most of a crop and make it expensive or not readily available. This may affect whether or not we would choose it at the time it is in short supply.

2. Advertising - advertisers encourage us to eat certain things. They make certain foods look especially good and influence the things we choose to eat this way.

Sometimes things are placed on "sale" which influences our choice of food. The way food is displayed in stores also influences what we buy. We may not even be aware of this. Did you ever notice that the more expensive canned goods are at hand and eye level while the cheaper brands are frequently on the bottom shelf where they are harder to see? There are many things such as this that grocers and advertisers have found influence our choices.

3. Social pressures - we are influenced by groups or individuals about our food choices. Right now people in the U.S. are more health and weight conscious than ever before. This was brought about by people influencing us by convincing us we need to be more aware of our bodies. In turn it is affecting our food choices, causing many people to buy more nutritious or low-calorie foods.

The things mentioned above are just examples. There are many more examples you can think of that fit each of the things that affect our food choices. Perhaps you have special family customs or religious customs you practice at home you could share with the class. Perhaps there is some way you have noticed that advertisers particularly impress the public and influence our food choices (advertisements of childrens cereals during Saturday morning cartoons is a very good example). Discuss whether or not these are good or bad.

Jack Pot of Good Food

The 49'ers who came to California had to settle for little variety in their food, and many of them suffered from such diseases as scurvy, as a result. Beans, beef and biscuits accounted for a large part of their diet. Eggs, fresh fruits and vegetables, and other foods familiar to us were nowhere to be found. The rich soil of California went untilled, as farmers abandoned their crops to dig for gold.

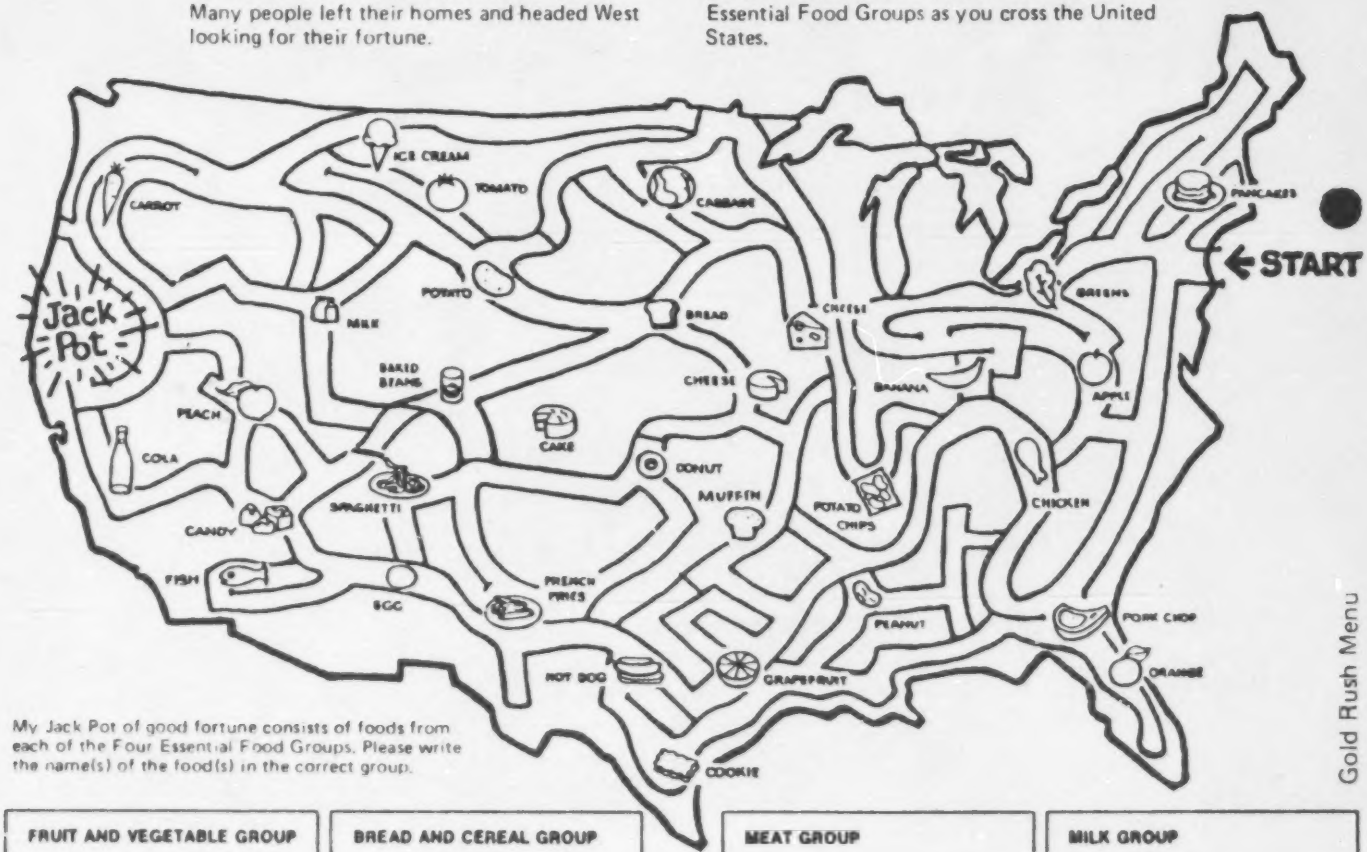
A miner considered himself lucky if he could find some potatoes or bacon. Coffee was made from anything that would turn water brown. Miners were out to get rich quick and worry about their health later. But history shows that more miners died from malnutrition than from fights over a bag of gold.

We today are more fortunate. Our supermarkets offer a wide variety of fresh fruits and vegetables, as well as canned or frozen varieties. The true wealth of California was discovered in the productivity of its soil.

DISCOVER THE JACK POT OF GOOD FOOD

Gold was discovered in California in 1848. Many people left their homes and headed West looking for their fortune.

Find your way from the East Coast by drawing one continuous line to the Jack Pot in California. Select foods from each of the Four Essential Food Groups as you cross the United States.



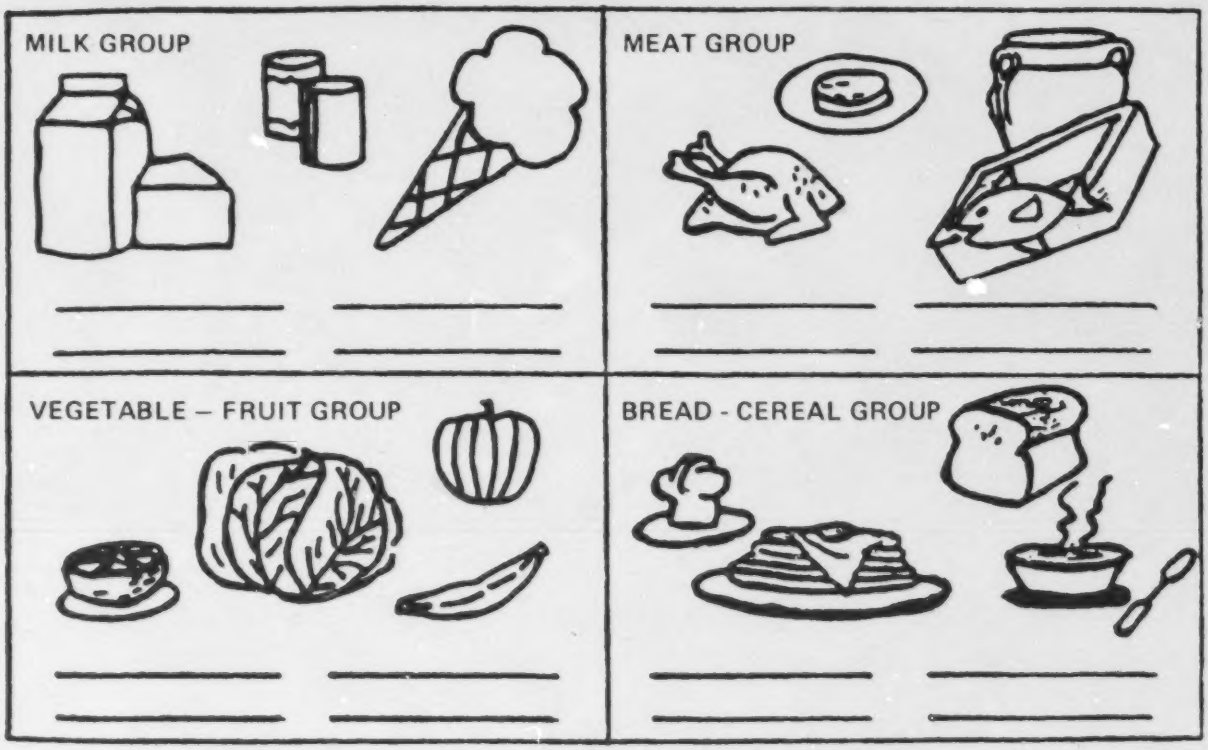
My Jack Pot of good fortune consists of foods from each of the Four Essential Food Groups. Please write the name(s) of the food(s) in the correct group.

FRUIT AND VEGETABLE GROUP	BREAD AND CEREAL GROUP	MEAT GROUP	MILK GROUP

Gold Rush Menu

4 Food Groups Word Scramble

Nutrition education can be fun. Here is a paper-pencil game which introduces the four food groups. Each of the scrambled words below spell the name of a food pictured in the four food groups. Unscramble each word and match the word with the appropriate picture. Build in a real challenge to the game by setting a time limit before you start to play.



1. SECEHE _____
2. BABGECA _____
3. KENACPAS _____
4. MARUGHEBR _____
5. KMLI _____
6. ERAPGURFTI _____
7. RELACE _____
8. RAIESNDS _____
9. NKMPUIP _____
10. SFMUFNI _____
11. ECI RMACE _____
12. AANBAN _____
13. KCICENH _____
14. ADREB _____
15. PRADVEOTAE LKMI _____
16. NESBA _____

Answers:
Cheese, Cabbage, Pancakes, Hamburger, Milk, Grapefruit, Cereal, Sardines, Pumpkin, Muffins, Ice Cream, Banana, Chicken, Bread, Evaporated Milk, Beans

CARROT-RAISIN BROWNIES

1½ cups light brown sugar, packed
2 eggs
1 teaspoon vanilla
1½ cups unsifted flour
½ cup softened butter or margarine
½ teaspoon baking powder
½ teaspoon salt
½ teaspoon baking powder
½ cup chopped raisins
1½ cups finely grated carrots
½ cup chopped walnuts (optional)

Preheat oven to 350° F (moderate). Grease a 9 X 13-inch baking pan. Mix sugar and butter or margarine. Add eggs and vanilla; beat. Stir in dry ingredients. Add raisins and carrots ; stir. Spread mixture into baking pan; sprinkle with walnuts if desired. Bake about 40 minutes or until a toothpick inserted in center comes out clean. Cool; cut into squares. Makes 24 brownies, 2 X 2¼ inches each.

SECTION F

School Lunch Manager's Section

ENERGY BALANCE

1. This lesson consists of the lunchroom manager providing materials for the teacher and classroom to use.

   The manager provides:

   A. A film - Food, Energy, and You
   B. The teacher's packet
   C. A snack - choose a high energy food such as the molasses cookie, the granola cookie or the oatmeal cookie.

Teacher's Packet

ENERGY BALANCE

The following packet is provided for you inconjunction with other materials by the school lunch manager in your school.
It consists of:

1. Background information on energy, what it is, food energy and balancing your energy intake and output.
2. Suggested support materials and activities to be used with the lesson.
3. Handouts or worksheets you may copy for the children to use in making a notebook or for them to take home.
4. A recipe or recipes you may wish to try in the classroom or send home with the children for them to try with their parents at home.

The lunchroom manager will also be providing a film--Food, Energy, and You, and a snack on the day you choose. This lesson is designed for the upper elementary grades. You may have to adjust the information for the grade it is given in.

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*Note: If you are using the Dairy Council's "Food Your Choice", you will find this lesson fits well into the following activities:
1. Level 3 - Unit 2 - Activity 6 - Nutrients for Health

What is energy?

We cannot touch energy, and it has no shape or weight. Sometimes it is light and sometimes it is heat. Plants can change energy from light to stored energy as they manufacture nutrients. Energy is what gives us the ability to work and play. It takes energy for our bodies to live, even when we are not doing anything but sleeping. We still use energy while we sleep to keep our bodies warm, to breathe and for our heart to beat. Over half the energy we use each day (60%) is used just to keep our bodies alive. The rest of the energy we use for physical activity such as running, walking, or moving in any way. We get all this energy from food. Food energy is called calories.

What is a calorie?

A calorie is a unit used for measuring. Just like we measure distance in miles or feet, we measure heat energy in calories. Anything that burns gives off heat, so: anything that burns contains calories. Some things other than food that contain calories are wood, gasoline, and coal.

The energy in food comes only from certain nutrients. The three nutrients that supply calories are carbohydrates, fats and proteins. The other nutrients, water, vitamins, and minerals do not contain any calories but help our bodies by supplying other things we need.

Food Energy

All foods give you calories or energy. People sometimes believe that calories from certain foods give more energy than calories from other foods. They think some calories are more "fattening" than others. The calorie gives the same amount of energy whether it comes from a hamburger, an apple or a candy bar. Some foods however do contain more calories than others. This makes them more fattening foods. Foods with smaller amounts of calories are called low-calorie foods and those with higher amounts of calories are called high-calorie foods. The amount of calories

in any food depends on the kinds and amounts of each of the three energy giving nutrients in that food. Scientists have found that, ounce for ounce, fats have more than twice as many calories as proteins and carbohydrates. If a food contains a lot of fat, it is also going to contain a lot of calories.

Protein and carbohydrate contain the same amount of calories per gram, but fat has twice as many calories.

1 GRAM OF PURE CARBOHYDRATE	=	4 CALORIES
1 GRAM OF PURE PROTEIN	=	4 CALORIES
1 GRAM OF PURE FAT	=	9 CALORIES

To demonstrate what a gram is:
(a single raisin weighs about 1 gram. It takes about 30 grams to make an ounce so 30 raisins weight about 1 ounce.)

1. Give each child a raisin and explain that it weighs about a gram.
2. Get a samll piece of fat from a piece of meat about the size of a raisin or pea. Explain that this must fat will give them 9 calories.

Certain kinds of foods have large amounts of certain types of nutrients. They have been divided into basic food groups depending on the nutrients they contain. They will also contain different amounts of calories depending on the nutrients they contain.

CARBOHYDRATES

Carbohydrates are found mainly in the fruit-vegetable and bread-cereal food groups. The carbohydrate sugar, is high in desserts, sweets and candies. A little more than half (55%) of all the food you eat each day should be carbohydrate. The carbohydrates you find in food are sugar, starch and cellulose or fiber. We do not get any calories or other food value from fiber. It does help to keep our bodies functioning regularly and so is necessary. Sugar gives us quick energy but is usually found in foods that contain few other nutrients like protein and vitamins and minerals. Starch is the best kind of carbohydrate for us to eat. Starchy foods are breads, cereals, noodles and potatoes. These foods also contain some protein, vitamins and minerals so we get more than just carbohydrate from them. Fruits and vegetables contain carbohydrate but also have many vitamins and minerals and a little protein so are also very good for us.

Carbohydrates are the body's main source of energy; they supply fiber for good digestion and carbohydrate foods supply other nutrients. If you don't eat enough carbohydrates you may not get enough other nutrients found in carbohydrate foods, have digestion problems caused by lack of fiber or feel tired all the time because you do not have enough energy. If you eat too much carbohydrate (especially sweets) you may gain too much weight and develop tooth decay.

PROTEIN

Protein is not usually used for energy but can be used this way if you do not get enough energy from carbohydrates and fats. Mainly, protein helps your body build new cells and mend injured ones and helps other body systems work properly. Protein foods supply other nutrients.

FATS

Fats also supply energy. The fats and carbohydrates are the main sources of energy (calories). Fats also give flavor to foods, and carry fat soluble vitamins. Fats are found in butter, oils, margarine, nuts, eggs, cheese, cream, whole milk, and ice cream. Foods such as butter, margarine and oils are almost pure fat. Salad dressings are foods that are mostly fat. If you eat too much fat you will gain weight. You should not eat more than one third of your days food in fat. Remember that many meats (especially the ones you can see the white streaks in) contain much fat.

ENERGY BALANCE

It is important that we take in enough energy to allow us to work, play and grow but not enough that we grow fat. This is called balancing our energy. If you take in 2000 calories in a day and use up 2000 calories, your weight stays the same. If you take in 2000 calories and use up 3000 calories, you lose weight. If you take in 2000 calories and only use 1000, you will gain weight. All calories, no matter what food or nutrient they come from are changed into body fat if they are not used up by your body for living or activity.

This means that you can get too much body fat from eating any food, whether it is meat, apples, bread or butter or any combination of food if you take in more than you need.

This also means that if you do not eat enough food you will burn the fat already stored in your body to get energy you need. This is what causes you to lose weight. If you're gaining weight, you are eating more calories than your body needs and are probably not very active. If you're losing weight you're not eating enough and are too active for the amount of food you eat. The object is to balance energy intake and activity.

ACTIVITY

Every move you make, whether it's writing a note or running bases while playing ball, requires energy because you are burning calories. The more action required by an activity, the more calories you will burn.

Types of Activities:

1. Sedentary Activities. These are done while sitting, using little or no arm movement. Eating, reading,writing. These activities use about 80 to 100 calories per hour.
2. Light Activity. These are done while standing, using some arm movement. Also moderate activities done while sitting. Preparing food, ironing, walking slowly, personal care such as combing hair. These activities use 110 to 160 calories per hour.
3. Moderate Activity. These are activities done while standing, using moderate arm movement. Making beds, carpentry work, walking moderately fast. These activities use 170 to 240 calories per hour.
4. Vigorous Activity. Such things as walking fast, bowling, gardening. These activities use 250 to 350 calories per hour.
5. Strenuous Activity. These include action sports and fast dancing. They use 350 or more calories per hour.*

*Remember that you very seldom do any one strenous or vigorous activity constantly for a whole hour.

ENERGY REQUIREMENTS

Since on the average our daily activities are about the same day to day, we can estimate about what amounts of energy we will use each day. People use different amounts of energy depending on our ages, how big our bodies are and the amount of activity we do.

Since it also takes energy to grow, if you're still growing that will require some calories.

HOW MANY CALORIES DO YOU NEED?

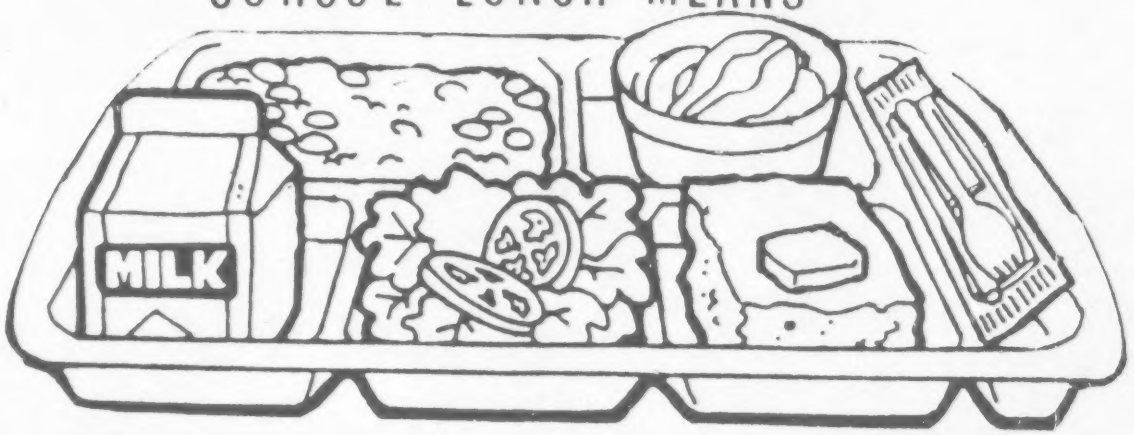
Everyone needs calories but in different amounts. When you are active in sports you use up more calories than if you just sit around. The following chart gives an idea of how many calories you need on the average.

AGE	AVERAGE WEIGHT	TO GET CALORIES NEEDED MULTIPLY BY	AVERAGE CALORIES
child 1-3 yrs	28 lbs	46	1,300
child 4-6 yrs	44 lbs	41	1,800
child 7-10 yrs	66 lbs	36	2,400
boy 11-14 yrs	97 lbs	29	2,800
girl 11-14 yrs	97 lbs	25	2,400

1. Notice that as you get older you need less calories per pound of body weight. This is because babies and young children grow very fast which uses energy. The older you get the slower you grow and the less calories per pound you need.
2. At age 11 the calories are no longer the same for boys and girls. Many girls growth rate slows very much at this time and some have their full growth by age 11. Boys continue to grow for several years. Boys also tend to remain more active in play and sports through the teen years than girls.
3. Our calorie needs per pound continue to go down all our lives. By the time we are 50 years old we only need 14 calories per pound if we are women and 15½ calories per pound if we are men. If we eat more calories than this, we gain weight. If we eat less calories than this we lose weight. If we become very inactive we need even less calories per pound. If we stay quite active we might need a few more.

*Remember if you think you need to lose weight, never go on a strict diet without seeing a doctor first. There are some easy ways to cut down calories or to add them if you need to gain a little.

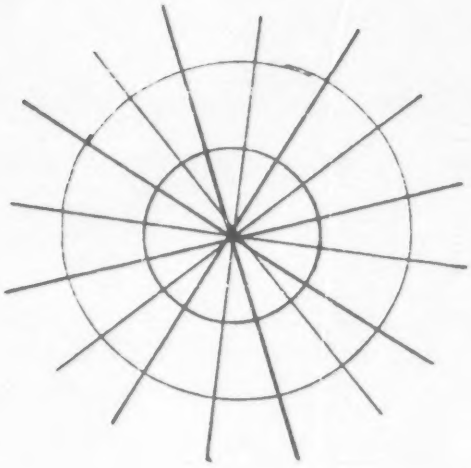
SCHOOL LUNCH MEANS



energy

GOOD
NUTRITION

ENERGY FROM THE SUN TO YOU



The sun provides energy which is converted to energy giving nutrients

F-11

SCHOOL LUNCH MOLASSES CRINKLES

3/4 cup soft shortening
1 cup brown sugar (packed)
1 egg
¼ cup molasses
2½ cups all-purpose flour
2 tsp. soda
¼ tsp salt
½ tsp cloves
1 tsp cinnamon
1 tsp ginger
granulated sugar

Mix shortening, sugar, egg, and molasses thoroughly. Measure flour by dipping method or by sifting. Blend all dry ingredients; stir in. Chill.

Heat oven to 375 . Roll dough in 1¼" balls. Dip tops in sugar. Place balls, sugared side up, 3" apart on greased baking sheet. Sprinkle each with 2 or 3 drops of water. Bake 10 to 12 minutes or just until set but not hard. Makes 4 dozen cookies.

SECTION G

School Lunch Manager's Section

BREAD

1. Go over the section on bread in the school lunch. What you present to the class depends on how your kitchen handles the bread.

2. A part of this lesson is providing bread dough for the class to make a roll for each child. Be sure to find out in plenty of time how many children you will be providing dough for. If you work in a cooking kitchen, make extra dough up early the morning of the presentation. It can be cooled in a refrigerator if it rises too fast. It helps to have the dough divided into roll sized pieces before it is taken to the classroom. If you work in a pac-out, order the dough well ahead and it will be sent over to you in your morning delivery. Divide the dough into roll sized pieces. Deliver the dough to the classroom. You could demonstrate forming a roll and make their roll into an interesting shape. Provide greased pans for them to put their rolls on. Allow them to bake the rolls in the kitchen. Be sure to plan the time so that this will not interfere with lunch preparation.

3. You will be expected to advise the teacher on how long it will take for the rolls to rise and bake. If the dough is in a warm room one hour should be sufficient. It takes from 20 minutes to 30 minutes to bake the pan of rolls. The teacher should plan this activity so that the baking does not interfere with lunch but will still be finished before school dismisses. Using a lunch period for the dough to rise works well.

BREAD IN THE SCHOOL LUNCH

Bread is basically flour, water, yeast and salt mixed together to form a strong elastic mass that will hold the gas formed by the yeast. When baked it becomes solid. It is one of the basics in our diets and one of the four basic food groups is called the bread group.

The bread group provides us with energy, vitamins (especially the B vitamins), minerals and fiber.

At least one slice of bread or its equivalent is served each day on the school lunch menu.

The bread made for school lunch is made fresh in the cooking kitchens for the Boise School District . Besides bread, the kitchens make all their own cookies, cakes, cornbread and other baked products. All the flour used is enriched with vitamins and minerals.

Bread contains the nutrient carbohydrate. It is a nutrient that provides us with energy.

Discuss:

1. How much bread your school serves in a day or week.
2. Whether you make your own bread or it is sent to you from a cooking kitchen.
3. How it is warmed in an oven until served.
4. Any other aspects of bread in your kitchen: if you make the bread you might talk about the large amounts of ingredients you use and the large equipment necessary to mix and knead it. You could talk about the proofing of the bread and the large ovens used to bake it. Cleanliness could also be discussed in connection with handling the dough and passing out the bread.

Teacher's Packet

BREAD

The following packet is provided for you in conjunction with a short lesson presented by the school lunch manager in your school. It consists of:

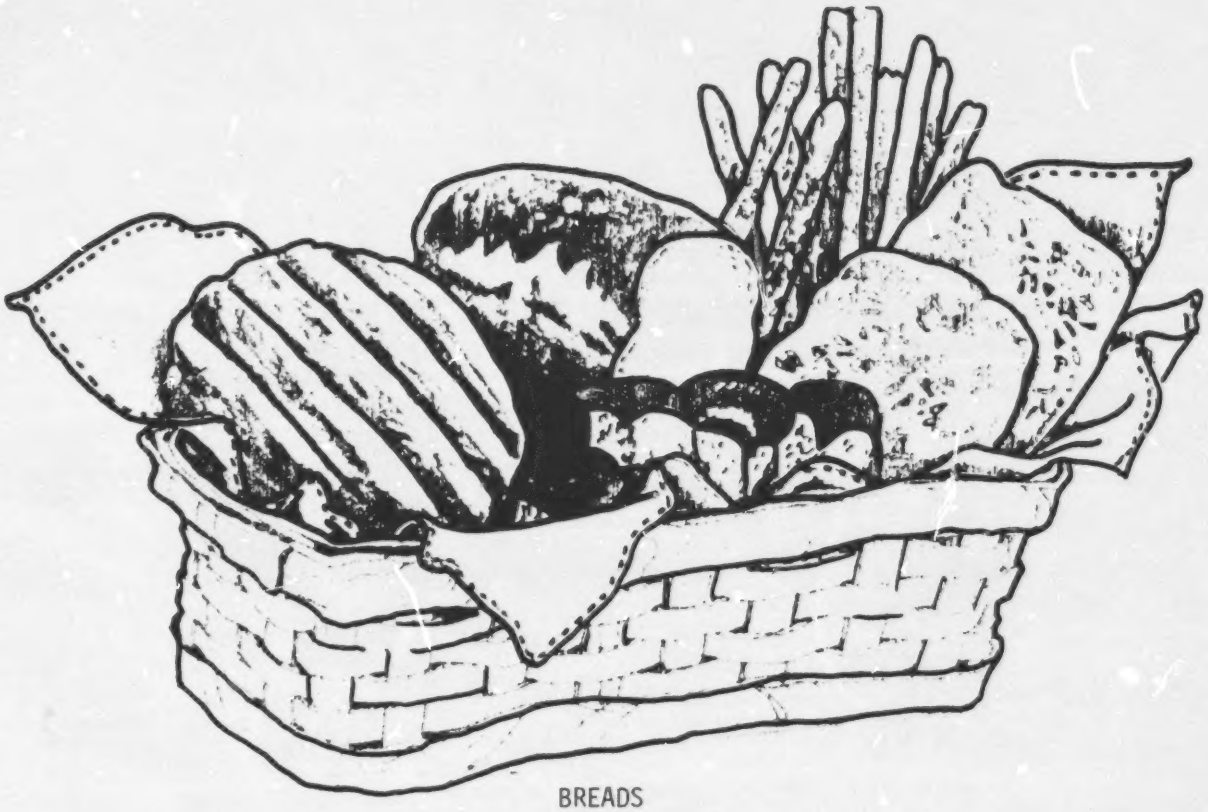
1. Background information on yeast breads, their ingredients and how to make them.
2. Suggested support materials and activities to be used with the lesson.
3. Handouts or worksheets you may copy for the children to use in making a notebook or for them to take home.
4. A recipe or recipes you may wish to try in the classroom or send home with the children for them to try with their parents at home.

As part of this lesson the school lunch program will provide bread dough for your class to make a roll a piece to be baked and eaten by the class. It is necessary to plan for this activity so that the bread may rise and be baked at a time that will not interfere with the preparation of lunch.

The children enjoy making their roll a little special and may wish to make it a special shape or decorate it with seeds of some type. Some things they could use are:

1. poppy seeds
2. seasame seeds
3. bulgar
4. wheat kernels
5. raisins
6. nuts
7. citron or candied fruit
8. cereals (bran flakes, rice krispies, etc.)

The rolls should be placed in a warm place to rise about one hour and can be baked in the school lunch kitchen. If the manager will be gone before the time comes to bake the rolls, ask her to tell you how to use the ovens. Be sure to turn the ovens off when the rolls are done.



BREADS

Yeast Breads

What's in a Loaf and Why

Yeast:
Yeast is a microscopic plant; when activated by warm water it gives off bubbles of a gas called carbon dioxide that leaven dough (make it rise).

Flour:
Flour provides the structure and heartiness of bread. Many kinds of flour - even ground acorns - have been kneaded into loaves over the long history of bread making.
For yeast breads, at least part of the flour must be wheat, which contains a curious protein called "gluten". When wheat flour is moistened and beaten, the gluten becomes very elastic, allowing the dough to stretch as the yeast leavens it, and giving the loaf enough strength to keep its shape when baked. Rye flour is also glutenous, though less than wheat, which is why it is usually combined with whole wheat or all-purpose flour.

Liquids:

Liquids in bread always include at least ¼ cup warm water for dissolving the yeast. Temperature here is important: if the water is too cool, the yeast action will be slow; if it is too hot, it will destroy the yeast and the dough will not rise.

Besides water, various other liquids are often mixed into bread, each imparting a distinctive flavor and texture. Milk (also warmed) creates a velvety grain; eggs, beaten and used as part of the liquid, give the loaf a richness, tenderness, and slightly golden color. Both milk and eggs also add nutrients. Occasionally, fruit juice is used in bread to give it a special flavor. Bread made entirely with water (French bread is an example) is distinctively coarse-textured, chewy, and crusty.

Sugar:

Sugar provides food for the yeast so it can grow while salt slows down the action of the yeast, keeping the dough on just the right leavening schedule for good texture and flavor. Both salt and sugar are necessary for good flavor and the sugar helps a little to brown the crust of the bread. Granulated white sugar is usually used for white bread but honey and molasses may be substituted, especially in whole wheat breads.

Fats:

Fats such as shortening and butter make breads tender, moist and palatable. Salad oil is convenient to use, because in many recipes the fat is added in a liquid form. For soft shiny crusts on bread, brush loaves with butter as soon as you take them from the oven.

Special Ingredients:

Things such as herbs, spices, cheese, dried fruits, and nuts can be exciting additions for special flavors.

General Instructions for Mixing Bread

In most recipes, the yeast is dissolved first, then other ingredients are mixed in, the flour last of all. When you add the flour, sprinkle it over the yeast mixture about 1 cup at a time, stirring until it is evenly moistened. When enough flour has been stirred in to form a thick batter, beat the batter very well with a wooden spoon or with a heavy-duty electric mixer on medium speed. After you have beaten for about 5 minutes, you can see the gluten developing - the batter becomes glossy and elastic, stretching with the motion of the spoon. From this point on, it readily absorbs more flour and tends to stick to itself rather than to you, gradually forming a ball.

By hand, stir in enough of the remaining flour to make a dough stiff enough to pull away from the sides of the bowl.

The dough is now ready for kneading. Spread about ½ cup of flour on a board, heavily coating the center area. Turn the dough out onto this area and sprinkle it lightly with flour. Kneading will complete the gluten formation.

Knead the dough for 5 to 30 minutes until it becomes smooth and is no longer sticky. The surface will be slightly pebbled with air bubbles.

After the dough is thoroughly kneaded, place it in a warm, draft-free place to rise. Most yeast breads rise twice, the first time until doubled in bulk and the second time until almost doubled.

After the first rising, to check for doubled bulk, poke two fingers into the dough. If an indentation remains, the dough is ready. Turn it out onto a floured board again and knead slightly. At this point it is divided into loaves or rolls and shaped. Let the dough rise again and bake.

As soon as you take the bread from the oven, turn it out of its pan to cool on a rack. Let it cool for 10 to 15 minutes before slicing.

SUPPORT MATERIALS FOR "BAKING BREAD"

Films:

1. Bread
   11 min; b/w; sd; 16 mm; primary and elementary
   The story of bread, from the grain fields, to food on the table is shown. Shows wheat being harvested and stored in grain elevators; grain being ground into flour and finally, a trip through a bakery shows the process of making bread.
   *(MP 1025)

2. The Wonders of Wheat
   14 min; color; sd; 16mm; elementary and junior and senior high
   Describes the historical role of wheat in the development of the world's cultures and nutrition. Emphasizes the importance of wheat by outlining the role of bread in world history and the development of cultures since the Neolithic Age. It contains a special step-by-step demonstration of bread-making, as well as an explanation of how the nutrients and fiber in bread contribute to human health.
   Available for free loan from:
   Idaho Wheat Commission
   Suite M., Owyhee Plaza
   Boise, Ida. 83702
   (208) 334-2353

   Oregon Wheat Commission
   Box 400
   Pendleton, Or. 97801
   (503) 276-1525

   Washington Wheat Commission
   409 Great Western Bldg.
   Spokane, Wa. 99201
   (509) 456-2481

Pamphlet:

1. The World of Wheat - talks about all aspects of wheat and wheat products. Includes a section on bread making and recipes.
   Free in quantity from:
   Idaho Wheat Commission
   Suite N., Owyhee Plaza
   Boise, Ida. 83702
   (208) 334-2353

2. Bread Basics - Discusses breadmaking techniques, ingredients and gives recipes.
   Available from:
   Kansas Wheat Commission
   1021 N. Main
   Hutchinson, Ka 67501
   20¢ each limit 75 per customer
   Also available - A sample of wheat head enclosed in a plastic bubble (1 free to educator) and;
   Kernel of Wheat Wall chart (one free per classroom) 0.08 ea. and
   Kernel of Wheat notebook size chart (for student use 50 free) over 50/.02 ea.

* Call number for the film at Boise School District TRC.

Honey Wheat Bread

This bread was chosen because it tastes good, requires only one rising and is easy to manage.

Ingredients:	2 loaves	4 loaves	6 loaves
dry active yeast	1 taplespoon (1 package)	2 tablespoon (2 packages)	3 tablespoon (3 packages)
warm water	1 cup	2 cups	3 cups
warm milk	1 cup	2 cups	3 cups
honey	¼ cup	½ cup	3/4 cup
salt	1 tablespoon	2 tablespoon	3 tablespoon
shortening	2 tablespoon	4 tablespoon	6 tablespoon
whole wheat flour	3 cups	6 cups	9 cups
white all-purpose flour	1-2 cups	2-4 cups	3-6 cups

Step #1

Scald the milk and set it aside to cool. Add to it the shortening, honey, and salt so the shortening can melt.

Step #2

Soften the yeast in warm water and set it aside to work for about 10 minutes.

Step #3

In a mixing bowl combine the whole wheat flour, honey, salt, shortening, and warm milk. Blend well, Add the yeast mixture and blend again. Add the white flour to desired stiffness and then knead.

Step #4

Form loaves or rolls* and place in pans or on baking sheets. Set aside in a warm place to rise until doubled in bulk (30 to 50 minutes). Bake loaves at 400 F for 20 minutes then turn the oven down to 350 and bake until loaves sound hollow when tapped (about 15 more minutes). Bake rolls at 400 about 25 minutes or until golden brown. Remove the loaves from the pans as soon as you take them from the oven and allow to cool slightly before slicing.

*Each loaf will yield 12 to 15 rolls.

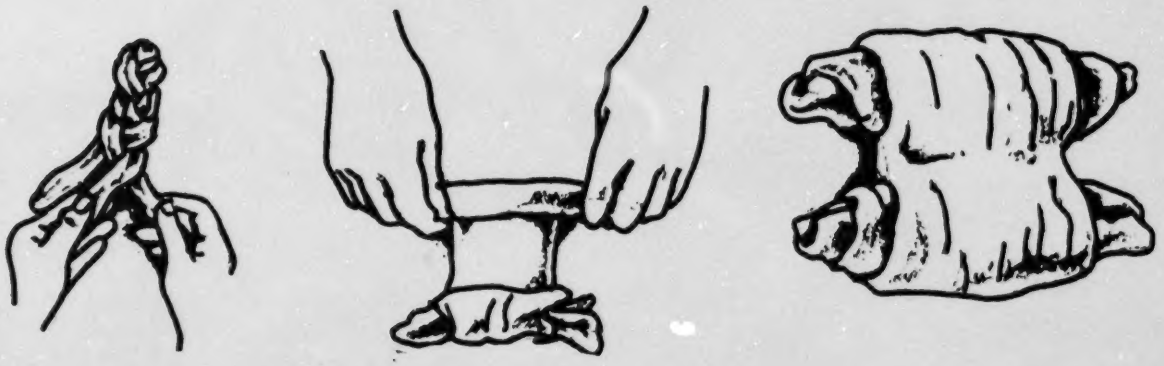
Whole Wheat Roll Menagerie

Children love to work with the bread dough and come up with many original designs. Show them how to form a traditional dinner roll and then suggest that they may wish to be more original. The whole wheat honey bread recipe works well for this. They may wish to try fruits, vegetables, animals or people. Remind them that simple shapes work best. Thin or small pieces of dough get too brown in the oven before the roll is completely baked. You can also use seeds, nuts, or whole cloves for decoration.

Roll Shapes

Your menagerie might contain a butterfly, a turtle and a baby octopus

other ideas



School Lunch Manager's Section

NUTRITIOUS SNACKS

1. After the filmstrip or film, talk briefly about the "Foods on the School Lunch Menu That Would Make Nutritious Snacks".

2. Pass out a snack and talk briefly about the snack you chose.

   Choose:

   A. Peanuts and raisins in portion cups

   B. Fruit Wedges

   C. Granola Cookie

The teacher can present the material given to her in the teacher's packet before or after your presentation but the filmstrip "Snacking Mouse" is a good introduction and she may prefer to do her part after the filmstrip and your presentation.

FOODS ON THE SCHOOL LUNCH MENU THAT WOULD MAKE NUTRITIOUS SNACKS

1. Vegetable sticks, carrot sticks, fresh fruit - All come from the fruit and vegetable group. They contain vitamins, especially vitamins A and C, minerals, carbohydrate (especially the fruit), and fiber. These foods are refreshing and good for you to eat anytime.

2. Celery sticks and peanut butter - The celery is from the fruit and vegetable group and the peanut butter is from the meat group. It provides some protein and energy. This is an easy snack to make at home and is very good for you.

3. Cookies - belong to the bread group. They contain sugar and are high in energy. You should choose one with some other ingredients such as raisins, oatmeal, or peanuts or peanut butter. These kinds of cookies contribute things like protein and iron as well as calories. Drink a glass of milk with your cookie and you also get some more vitamins, minerals and protein. In fact, the milk is a good snack food all by itself.

About the Snack:

1. Peanuts and raisins in portion cups - the raisins are from the fruit group. They are good sources of iron. The peanuts are from the meat group. They contain protein and some fat as well as vitamins and minerals. Both peanuts and raisins are good sources of energy.
2. Fruit wedges - Fruit is a good source of vitamins and minerals. If you chose orange wedges they are a good source of vitamin C. Fruit also contains carbohydrate for energy and fiber to help our digestion.
3. Granola cookie - from the bread group. It is high in energy but also contains raisins, a good source of iron, and peanuts a good protein food.

Teacher's Packet

NUTRITIOUS SNACKS

The following packet is provided for you in conjunction with a short lesson presented by the school lunch manager in your school. It consists of:

1. Brief background material on nutritious snacks.
2. Suggested support materials and activities to be used with the lesson.
3. Handouts or worksheets you may copy for the children to use in making a notebook or for them to take home.
4. A recipe or recipes you may wish to try in the classroom or send home with the children for them to try with their parents at home.

The filmstrip and presentation by the lunchroom manager serve as a good introduction to this lesson. You may wish to present the material in this packet after the manager gives her presentation.

NUTRITIOUS SNACKS

What is a snack? A snack is any food eaten between meals or in the evening. It can be a sandwich, fresh fruit, candy, a glass of milk or just about any kind of food.

Children need snacks to 1. satisfy hunger, 2. provide energy and 3. help them get all the nourishment they need in a day. Sometimes a small child cannot eat enough food at mealtime to provide all the food he or she needs. Snacks can help them get some extra energy and nutrients. Sometimes children play or work extra hard and need more energy. Snacks can help provide the extra needed energy.

Most snacks should be chosen from the four food groups, Meat, Milk, Bread, and Cereals and Fruit and Vegetable Groups. Food chosen from these four groups make "good for you" snacks and promote good dental health.

Today more and more people are eating food away from the family table. Unfortunately, in many cases, snacks end up replacing regular meals or taking away our appetite for meals. Foods high in sugar and calories satisfy our hunger so we eat less at meals or skip meals. These high sugar foods do not usually provide the nutrients our bodies need to grow and work like the foods we would eat at a meal would do.

Almost everyone snacks at one time or another. We should remember that food eaten between meals counts as a part of all the food you eat each day. The snacks you choose can help or hinder your health. Sometimes the snacks we choose are good for us because they contain vitamins, minerals, protein and energy. But, many times the foods we choose for snacks are high in sugar, fat and calories with few other nutrients in them. We should try to limit these kinds of snacks.

Foods eaten between meals also affect the health of our teeth. The key is sugar. We all have bacteria in our mouth. Bacteria and the juices in our mouth called saliva, act together to form something called plaque. This is a sticky colorless film that forms all the time on our teeth. It encourages the growth of more bacteria. When the bacteria and saliva come into contact with sugar, an acid forms which decays the teeth. We remove this by brushing our teeth. The problem with eating high sugar snacks is that we do not often brush our teeth afterward. This encourages the growth of the bacteria and the formation of the acid. So, the more often we eat sweet snacks, the more likely it is that the tooth decaying acid will be in our mouth.

Basically we should try to avoid high sugar and fat snacks because:

1. They contain lots of calories and few other nutrients.

2. High sugar foods promote tooth decay.

SUPPORT MATERIALS FOR "NUTRITIOUS SNACKS"

Films:

1. The Eating on the Run Film
   15 min; col; sd; 16mm; elementary, junior and senior high
   The purpose of this film is to explain the importance of eating well-balanced breakfasts, lunches and snacks, and to prove that one can be properly nourished even when eating in a hurry.
   *(MP 5623)

2. The Junk Food Man
   13 min; col; sd; 16mm; elementary and junior high
   This film is to encourage good nutrition by explaining why junk foods are useless and even harmful.
   *(MP 1552)

Filmstrips:

1. The Snacking Mouse
   41 frames; 5 min; w/cassette; elementary
   This is the tale of a mouse who couldn't stop snacking. The purpose of this filmstrip is to discourage young children from excessive snacking, especially to the exclusion of regular meals.

Handout Snack Kit

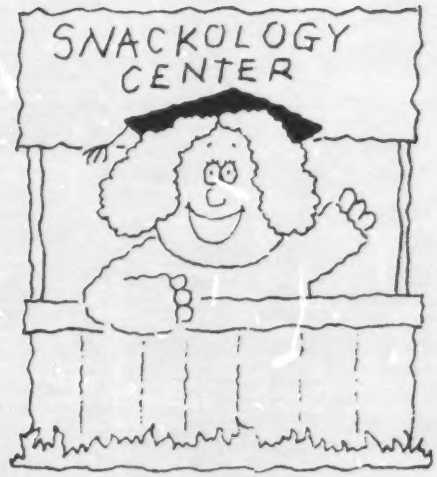
1. Selective Snackology - The California Raisin Advisory Board has developed a kit to help teach children in Grades K-3 some very simple facts on good snacking.
   The kit includes:
   1. A teacher's guide
   2. 22" X 34" classroom poster
   3. 30 mini-posters to send home with students
   4. Coloring sheet original
   5. In-class activities for grades K-3
   6. No-bake recipes for healthy snacks

Available from:
California Raisin Advisory Board
P.O. Box 5172, Dept. S
Fresno, Ca. 93755
Cost: $1.00/kit for 30 children for postage and handling. Send only check or moeny order in U.S. currency only, payable to California Raisin Advisory Board.

* Call number for the film at the Boise School District TRC.

Dear Parents:

Snacking has become an American way of life. What your children eat between meals is as important to their growth and development as breakfast, lunch and dinner. Some planning on your part to assure that snacks supplement, not replace, regular meals will help your children develop proper eating habits and practice good nutrition.



G-18

MUNCHKIN MIX

3 cups raisins
3 cups peanuts

Mix the raisins and peanuts together. Serve in portion cups, cupcake liners or on napkins. Makes 6 cups mix.

VARIATIONS: Add one or more of the following to raisins.

Walnuts or other nuts
Shelled sunflower seeds
Cheese cubes
Coconut
Granola
Chopped dried apricots
Diced dates
Tiny crackers
Packaged cereals

LUMBERJACK LOGS

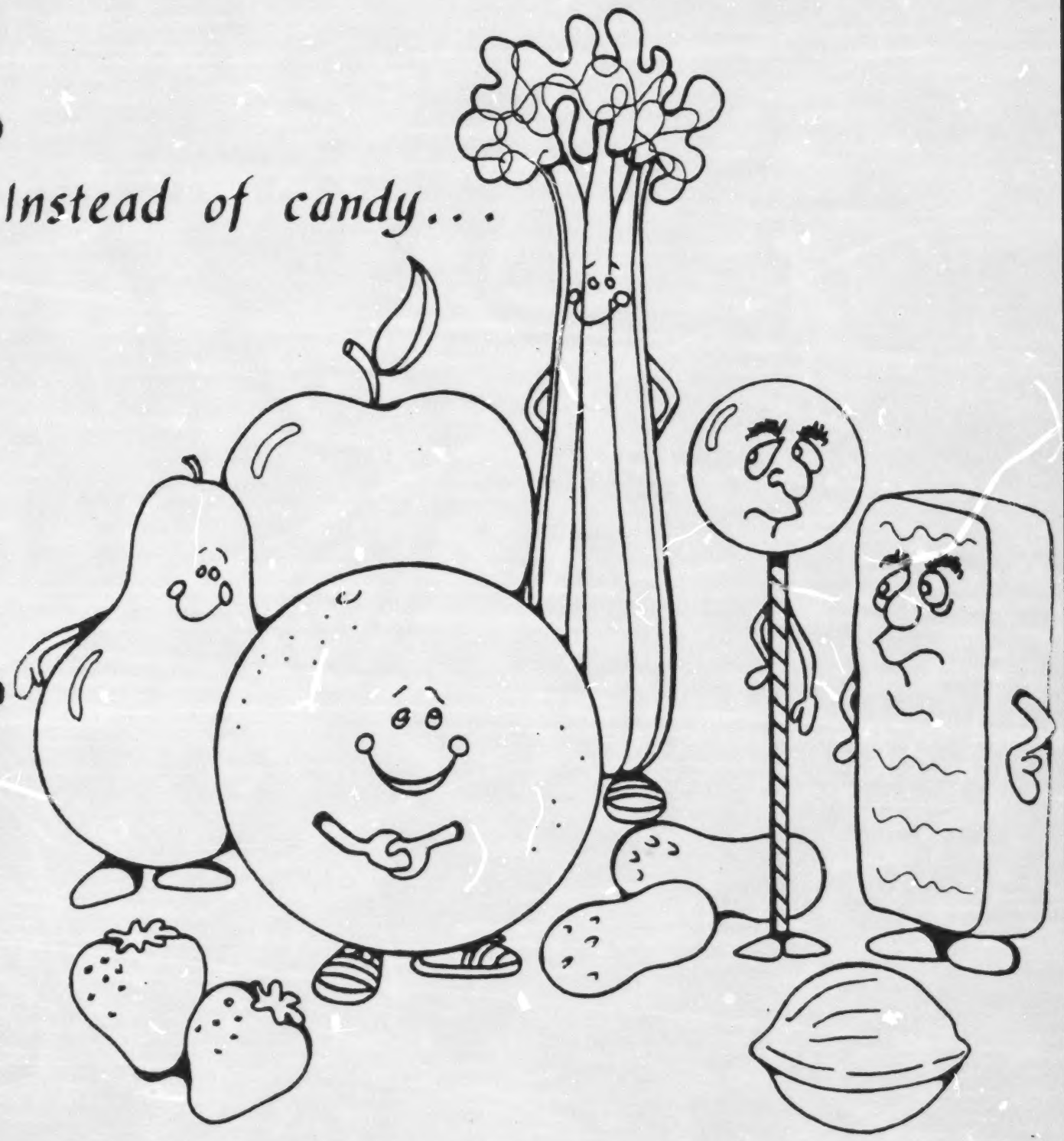
1 cup creamy peanut butter
1 cup honey
1 cup instant non-fat dry milk
1 cup raisins, chopped*
1 cup graham cracker crumbs

Blend together peanut butter, honey and dry milk. Add chopped raisins, mixing thoroughly. Blend in graham cracker crumbs, mixing well. Using teaspoonfuls of mixture, form logs by rolling out on waxed paper. Place logs on cookie sheets and chill for one hour, or longer if desired. Makes about 70 logs.

*Adding 1 teaspoon of oil to raisins will make chopping easier.

Compliments of the CALIFORNIA RAISIN ADVISORY BOARD, P.O. Box 5335, Fresno, California, 93755

- *Instead of candy...*

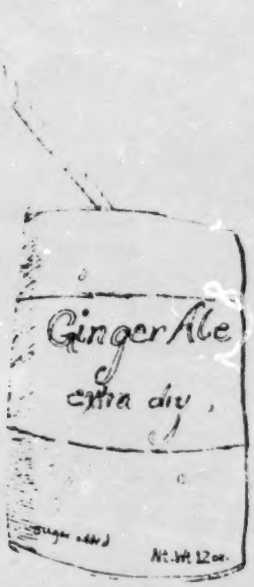


- *eat nuts, fruit and vegetables between meals*

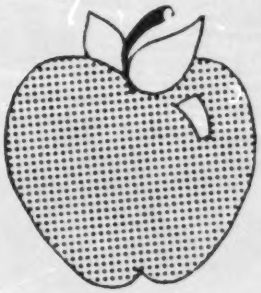
CHOOSE THE "GOOD FOR YOU" SNACK

MILK

OR

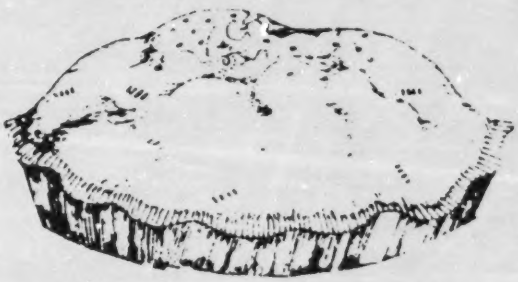


SODA POP

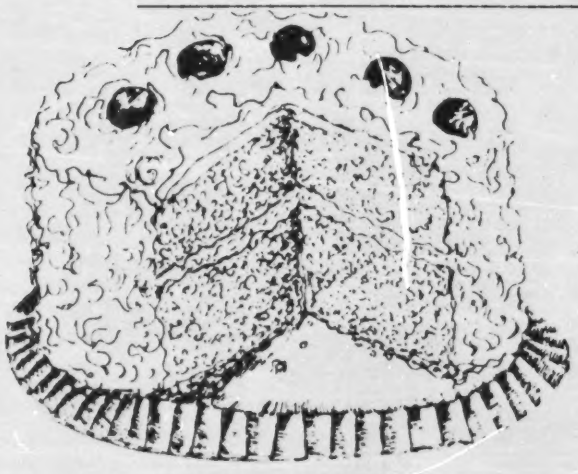


AN APPLE

OR

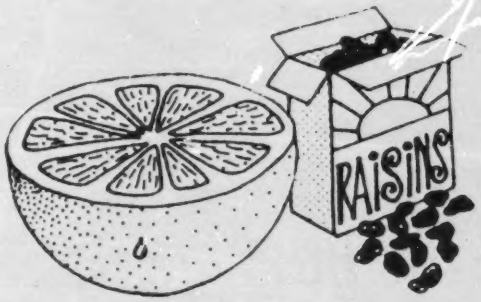


APPLE PIE



CAKE

OR

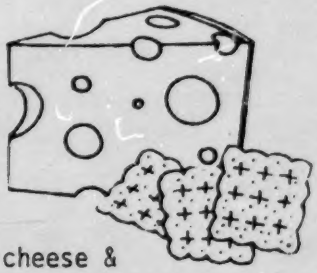


FRUIT OR RAISINS

CIRCLE THOSE SNACKS THAT WOULD BE THE BEST CHOICES FOR
"GOOD FOR YOU" SNACKS

cupcake

donut



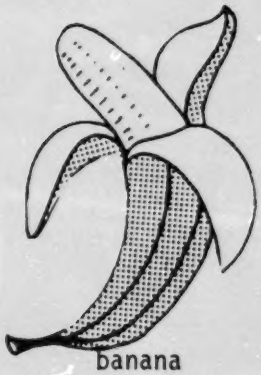
cheese &
crackers

apple

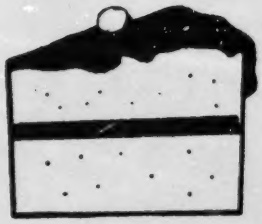
peanuts or peanut
butter

cookies

milk



banana



cake

pie

DEMONSTRATE THE "GOOD FOR YOU SNACKS"
(for the teacher)

Equipment:

Four large sacks

Pictures cut from magazines or from the National Dairy Council Food Models, or slips of paper with the foods printed large enough for the children to read when held up for the class to see.

Preparation:

Label each of the sacks with one of the basic nutrients. One will be vitamins, one minerals, one protein and the last one calories. Draw a smiling face on the sacks labeled vitamins, minerals and protein. Draw a frowning face on the sack labeled calories.

Examples of foods to choose as snack foods and the proper sack for them.

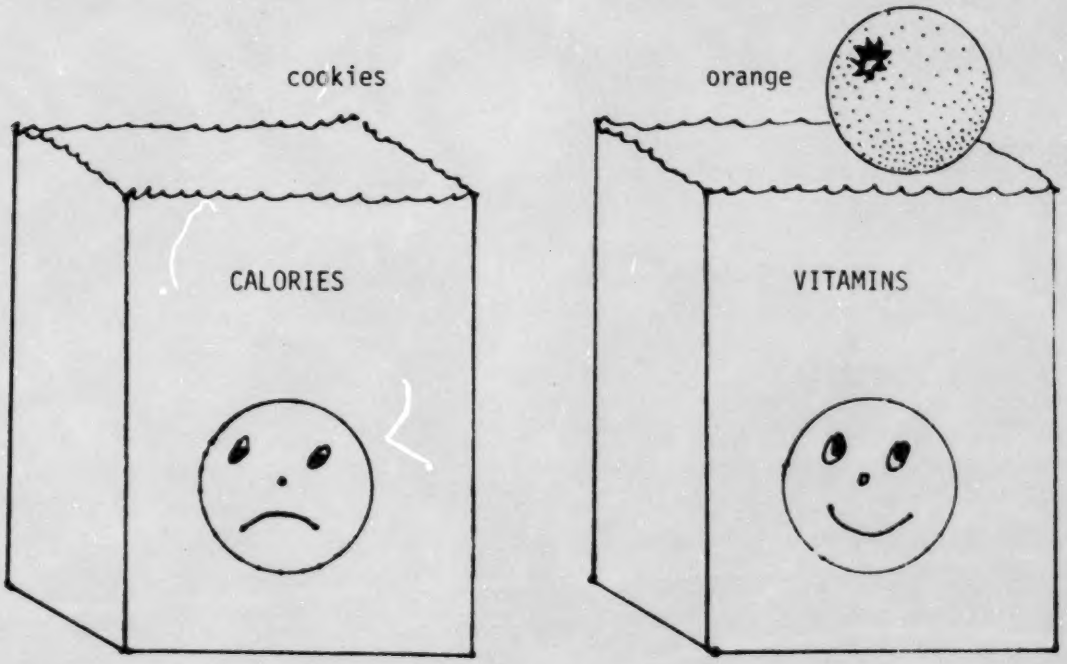
Food	Sack
All vegetables and fruits and fruit juices	Vitamins
Milk, cheese, ice cream and other milk products	Minerals
Eggs, meat, peanuts, etc.	Protein
Potato chips, cookies cake, soda pop, candy, kool-aid, etc.	Calories

Procedure:

Hold up a food example and ask the class what the food has in it that is good for them or if it contains mostly fat and sugar. Ask

which sack they think it belongs in. If no-one can guess or knows, talk a little about the vitamins in fruits and vegetables, the minerals (especially calcium) and vitamins in milk, the proteins in meats, eggs and nuts, etc.

After all the examples you have chosen to use are in the sacks, dump out the calorie sack and review a bit about how these foods contribute very little to good nutrition. Explain that they contain "empty calories" , lots of fats and sugars, but few vitamins, minerals and little if any protein. Discuss choosing foods that can contribute calories plus the other nutrients the body needs to give us energy to work and play and other nutrients to grow and function properly as well.



SCHOOL LUNCH GRANOLA COOKIE*

1 ½ cups brown sugar, packed
1 ½ cups granulated sugar
1 ½ cups margarine
3 eggs
3 cups all-purpose flour
1 teaspoon baking soda
1 ½ teaspoon baking powder
½ teaspoon salt
1 ½ tablespoons vanilla
1 cup oatmeal
3/4 cup rolled wheat or zoom cereal
1 cup raisins
1 cup peanuts

Steps:

1. Cream the sugars and margarine well.
2. Add the eggs to the sugar and margarine mixture.
3. Mix the dry ingredients together.
4. Add the dry ingredients to the sugar and egg mixture. Mix together well.
5. Add the vanilla. Mix well
6. Add the oatmeal, rolled wheat, raisins and peanuts. Mix well.
7. Drop by teaspoonfuls onto a lightly greased baking sheet.
8. Flatten slightly with a fork or glass bottom.
9. Bake at 375° for 8-10 minutes.

Makes about 75 cookies.

Good For You Ingredients From the
"Basic 4 Food Groups"

1. The bread and cereal group-rolled oats and wheat.
2. The meat group-eggs and peanuts
3. The fruit and vegetable group-raisins

Have a glass of milk with your cookie and you have had some food from each of the "Basic 4 Food Groups"! A nutritous and energizing snack.

*This cookie is served on the Boise School lunches

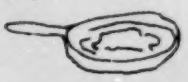
Toasted Pumpkin Seeds

Scoop out the seeds from a pumpkin.

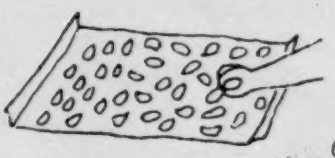
Wash the seeds.

Pat dry on a paper towel.

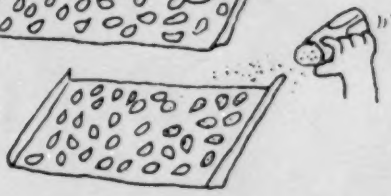
Grease cookie sheet with 1 to 2 Tablespoons melted butter.



Spread seeds on cookie sheet.



Sprinkle with salt.



Bake in 300° oven for 1 hour, until seeds are golden brown and crispy.

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